ENGLISH GRAMMAR AND COMPOSITION

(For Senior Secondary Classes)

PUNJAB SCHOOL EDUCATION BOARD

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FOREWORD

Punjab School Education Board has always endeavoured to provide the students with most contemporary and appropriate content through regular review. This book aims to develop four basic skills of English language teaching : Listening, Speaking, Reading and Writing, along with the necessary elements of grammar and vocabulary. The present book has been designed in such a way so as to promote the much-needed skills, along with developing cultural awareness, dictionary skills and promote reading of supplementary materials.

The Punjab School Education Board has been instrumental in providing the best platform for English language teaching to the entire populace of school students. New and updated syllabi has been prepared for classes I to X. New textbooks prepared on the basis of revised syllabi are presently being used by all the schools in Punjab. The book, in hand, is a composite book for Senior Secondary classes XI and XII.

The language teaching for class XI And XII includes course books, 'The Panorama of Life' for class XI and 'A Rainbow of English' for class XII. Through "English Grammar and Composition for Senior Secondary Classes" we aim to develop the communicative abilities of the students from rural as well urban background. The topics have been carefully chosen to match the interests of the current generation of learners who are globally aware and sufficiently exposed to the contemporary trends. The book covers a wide range of topics from international areas as well as those closer to home. Emphasis has been on providing the students with variety of expressions to use the language as a tool of effective communication in their academic as well as professional field. For practice, the exercises are given at the end of each chapter. This book has been prepared under the guidance of Director Academics, written by Major Pardeep Kumar (Retd.), Recognised Trainer-Department of Personnel and Training, New Delhi (Lecturer English-Govt. Senior Secondary School, Bhim Nagar, Moga). It has been vetted by Mrs. Prabhjot Kaur, Deputy Director SCERT, Punjab.

We would gratefull welcome comments and suggestions from teachers, experts and students as well to improve this books further.

Chairman

Punjab School Education Board

PREFACE

'English Grammar and Composition for Senior Secondary Classes' is intended for students of Senior Secondary Classes. I hope that the learners as well as the teachers find it useful. This book is a comprehensive illustration of various aspects of English grammar in very clear, modern and contemporary English with numerous examples. This book is prepared to help the students to use the language as an effective tool of communication.

This book will cater to the needs of the Senior Secondary school students who pursue their studies in their native language. Grammar and vocabulary items are explained through relevant contexts, rather than in isolation. The tasks and activities are extremely motivational and encouraging, and cater to a mixed ability group of learners. This was done to sensitise our learners as to where they go wrong while using the language. Activities are built in such a way as to encourage real-life use of the language. There are ample numbers of exercises on almost each point discussed and explained. Extensive end-of-chapter exercise sets provide the opportunity to practice style & composition principles and encourage readers to apply them to their own writing.

This book has been an honest effort to come up as a trustworthy friend, who comes to you, sits with you and speaks to you in intimate terms, explains what all you should know to use the language as a natural flow of your thoughts.

I wish to express my gratefulness to the Chairman, Punjab School Education Board, for being a pillar of strength through his consistent motivation and encouragement.I would also thank Mrs. Manjit Kaur, Director Academic, P.S.E.B. Mohali and Mrs. Prabhjot Kaur, Deputy Director, SCERT, Punjab for their valuable guidance and fruitful insights in drafting this book.

I would like to acknowledge the valuable contribution of all members of the Textbook Development Committee and many other teachers for their inputs in the prepration of this grammar.

Suggestions for improvement by large hearted readers and well-wishers shall be gratefully accepted.

Major Pardeep Kumar (Retd.)

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SYLLABUS

ENGLISH-XI

Sr. No.	*Name of the Topic*

GRAMMAR

(a) Prepositions

(b) Determiners

(c) Use of the same word as noun, verb and adjective

(d) Modals

(e) Tenses

(f) Removal and Use of 'Too'

(g) Voice

(h) Narration

COMPOSITION

(a) Note Making

(b) Message Writing

(c) Notice Writing

(d) Advertisements

(e) Letter Writing (Social, Personal Only)

SYLLABUS

ENGLISH-XII

Sr. No.	*Name of the Topic*

GRAMMAR

(a) Determiners

(b) Use of Non-finites (Infinitives, Gerunds, Participles)

(c) Transformation of Sentences

(d) Voice

(e) Narration

COMPOSITION

(a) Precis Writing

(b) Letter Writing (Official/Business/To Editors and Applications)

(d) Explaining Newspaper Headlines

(e) E-Mail Writing

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1 PARTS OF SPEECH

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Explain various parts of speech and use them.
* Noun
* Verb
* Adverb
* Pronoun
* Preposition
* Conjunction
* Adjective
* Interjection

Words perform different functions in a sentence. They convey different meanings as per their position in the sentence. Based on their use and functions, words are categorised into several types or parts of speech.

1. Noun	2. Pronoun	3. Adjective	4. Verb
5. Adverb	6. Preposition	7. Conjunction	8. Interjection

NOUN

Nouns are the simplest among the parts of speech. *A Noun refers to words that are used to name persons, things, animals, places, ideas or events.* In simple words, nouns are naming words. Manav, boys, class, Chandigarh, cattle, happiness, marriage are examples of nouns. Let us look at some of these for clear understanding.

For Example :

1. Shakespeare was a great dramatist.
   The underlined word is a noun that refers to a *person*.
2. This book is new.
   The underlined word is a noun that refers to a *thing*.
3. Moga is my beloved city.
   The underlined word is a noun that refers to a *place*.

4. Love is the best feeling.
   The underlined word is a noun that refers to an *idea*.
5. Sympathy can be extremely helpful.
   The underlined word is a noun that refers to an *idea*.
6. Lion is the king of the jungle.
   The underlined word is a noun that refers to an *animal*.
7. I celebrated my anniversary.
   The underlined word is a noun that refers to an *event*.

We can categorise nouns as given below:

a. Proper Nouns : They always start with a capital letter and refer to specific names of persons, places, or things.

For Example : The Adi Granth, The Vindhyas, Bharat

b. Common Nouns : They are just generic names of persons, things, or places.

For Example : house, school.

c. Concrete Nouns : They refer to nouns which you can perceive through your five senses.

For Example : mud, cement, wood.

d. Abstract Nouns : These are nouns which you can't perceive through your five senses.

For Example : sadness, happiness.

e. Countable Nouns – Anything that is countable, and has a singular and plural form is a countable noun.

For Example : dogs, bats.

f. Uncountable Nouns : Anything that cannot be counted and needs to have 'counters' to quantify it with terms like kilo, cup, meter, etc.

For Example : dust, sand, water, a sack of sand, a pail of water.

g. Collective Nouns : Such nouns refer to a group of persons, animals, or things.

For Example : cluster, class, herd : a class of boys, a herd of cattle, a cluster of stars

PRONOUN

1. Manas is a good athlete. **He** practises for at least ten hours a day.
2. Simarjit is a good cook. **She** has also written a recipe book.

In the above sentences, the nouns, 'Manas' and 'Simarjit' are replaced by 'He' and 'She' in the subsequent sentences. These are used in place of the nouns, 'Manas' and 'Simarjit' to avoid repetition. Such words are called pronouns. They are 'Friends of Nouns'. They belong to a sub class of nouns. They define new creations.

Pronouns are of the following types:

1. Personal Pronouns: I, we, you, he, she, it, etc.
2. Indefinite Pronouns: one, someone, somebody, all, etc.
3. Relative Pronouns: who, whom, what, as, that, etc.
4. Demonstrative Pronouns: this, these, those, such, etc.
5. Distributive Pronouns: each, either, neither, etc.
6. Interrogative Pronouns: which, whose, who, etc.

ADJECTIVE

An adjective is a word that is used to qualify or describe a noun or a pronoun. An adjective is descriptive by nature. Adjectives add something to the meaning of a noun or a pronoun. Examples : a red pencil, a blue shirt, a smart boy.

1. It is a red pencil.
2. He is wearing a blue shirt.
3. Harry is a smart boy.

The underlined words are Adjectives.

There are different kinds of adjectives. They express the quality or state of mind of the word they qualify.

a. **Adjectives of Quality :** They tell the quality or the state of something they qualify, e.g, nice couple, happy life, fine cloth.

b. **Adjectives of Quantity :** They tell us how much of a thing is expressed. e.g, some, much, little, less etc.

   Much ado about nothing.

   All the fruits were fresh.

c. **Adjectives of Numbers :** They tell us how many persons or things are expressed. e.g, many, all, two, three, a few, etc.

A student was writing on the blackboard.

Two monkeys were fighting with each other.

Many girls were playing in the ground.

They are sub divided into:

(i) Cardinal numbers : Exact numbers like one, two, three etc.

(ii) Ordinal numbers : They denote ranks or order like first, second, third, etc.

(iii) Indefinite adjectives : They do not express any exact number; some, any, all, enough, few, no, none etc.

For Example : **Enough** money was given to the beggar.

All the players applauded their team.

d. Distributive Adjectives : Express that persons or things denoted by the noun are taken singly or in separate lots, such as: each, every, neither, either etc.

For Example : **Each** child was given an orange.

Every student had a book in hand.

e. Demonstrative Adjectives : They are used to point out the persons or things that they qualify, such as: this, that, those, such etc.

For Example : **This** chair is made of teak wood.

Such elements are harmful for our health.

f. Interrogative Adjectives : They are used to ask questions, e.g., which, what, whose etc.

For Example : **Whose** book is that?

Which house is theirs?

Which dress will you wear?

g. Possessive Adjectives : They indicate possession of a thing or person.

For Example : **My** story is interesting.

Your shirt is beautiful.

His picture was excellent.

h. Proper Adjectives : They are derived from proper nouns and always begin with a capital letter, e.g., The African Safari, The English Queen.

For Example : We enjoyed the African Safari in Kenyan jungles.

An **Indian** writer won the Nobel Prize.

Degrees of comparison :

Adjectives of Quality have three degrees of comparison: positive, comparative and superlative.

Positive : It does not denote any comparison and shows the simple quality.

Comparative : It is used when two things or two groups of things are compared.

Superlative : It is used when one thing is compared with all other things of the same class.

For Example :

Positive	Comparative	Superlative
long	longer	longest
hot	hotter	hottest
bright	brighter	brightest
tall	taller	tallest
cold	colder	coldest

'Than' is used with comparative degree of adjective and the article 'the' is used with superlative degree of an adjective.

Sindhu is a good badminton player.

Sindhu is better than any other badminton player.

Sindhu is the best badminton player in her age-group.

In some cases, where adjectives have two or more syllables, **'more'** and **'most'** are used before the positive degree of adjective to make comparative and superlative degrees of adjective respectively.

Positive	Comparative	Superlative
useful	more useful	most useful
beautiful	more beautiful	most beautiful

For Example : We saw a **beautiful** movie.

Madhuri Dixit is **more beautiful** than many other heroines.

Aishwarya Rai is the **most beautiful** actress these days.

VERB

A verb is a word used to denote an action or being or possession. In simple words, we call them action words.

For Example : He wrote a poem. (action)
She sang a song. (action)
Sachin has a hard ball. (possession)
Arjun is a smart boy. (state of being)

The underlined words are verbs.

They can be categorised into:

1. **Transitive Verb** : that requires an object to complete its meaning. (Example: She brushes her teeth twice a day.)
2. **Intransitive Verb** : that has a complete meaning by itself and does not require an object to complete its meaning. (Example: He laughed.)
3. **Auxiliary Verbs** : They are used with main verbs to form tenses. They are further divided into Primary Auxiliaries and Modal Auxiliaries.

Verbs take different forms when they conjugate. There are two kinds of verbs: Strong verbs and Weak verbs.

Present	Past	Past participle
awake	awoke	awoken
begin	began	begun
buy	bought	bought

ADVERB

1. Shana dances beautifully.
2. Karan speaks Punjabi fluently.
3. She is absolutely beautiful.

The underlined words 'beautifully', 'fluently' and 'absolutely' modify the verbs 'dance', 'speak' and the adjective 'beautiful' respectively. Such words are called **Adverbs**. They are 'modifiers'. They modify a verb, an adjective or another adverb. They add depth and intensity to these qualifiers. They not only clarify time, place and manner of the actions but also beautify the quality or intensity of thoughts and actions.

PREPOSITION

Prepositions are relationship words. They are words that are used before a noun or pronoun to show in what relation the person or thing denoted by the noun stands to something else.

For Example : The clock is on the wall.
The train starts at 9.00 a.m.
He was standing under the tree.
The boys were playing in the ground.

The underlined words are **Prepositions**. They show the relationship **between the Nouns** used in each sentence.

CONJUNCTION

Conjunctions are linking words. They are used to link words or phrases or sentences together. They are also called joining words or coordinators.

For Example : Pardeep and Sandeep are brothers.
He ran fast but missed the bus.
The child smiled as he saw his mother.
Win or lose.

The underlined words are **Conjunctions**. They are used to link two nouns or situations.

INTERJECTION

Interjections are 'exclaiming words'. They are used to express a sudden feeling of the mind or certain sounds to express a surprise or sorrow or joy or an unexpected reaction. They are often marked with an exclamation sign, i.e '!'.

For Example : Alas! We lost the match.
Hurrah! I won a lottery.
Bravo! Well played.

The underlined words are **Interjections**.

2 DETERMINERS

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Explain what a determiner is
* Use-Articles
* Possesives
* Demonstratives
* Numerals
* Quantitatives
* Qualitatives

in their written and spoken skills.

Let us read these sentences carefully.

1. He is *a* teacher.
2. *This* man is my neighbour.
3. *His* birthday falls in October.
4. *Everybody* enjoyed the show.
5. Have you bought *any* ticket?

In the above sentences, *a, this, his, everybody* and *any* are words which modify nouns – teacher, man, birthday, body and ticket. The italicized words are called Determiners.

A determiner is an important noun modifier that provides contexts to a noun generally in terms of quantity and possession. Determiners come before a noun or noun phrase and include articles, demonstrative quantifiers and possessives.

CATEGORIES OF DETERMINERS

Determiners are said to 'mark' the nouns. The different categories of determiners are as follows:

Articles: (an, a, the)

Possessives: (his, your, their, my, its, our, her)

Numerals: Definite (one, two, etc.); Indefinite (few, a few, more, many, all, both, some, any etc.) and Distributive (each, every, either, neither etc.)

Interrogatives: which, what, whose.
Demonstratives: (this, that, these, those, such) and
Quantitatives: (many, plenty, whole, complete. enough, little, a little and the little etc.)

A : ARTICLE DETERMINERS

An article is a word that modifies or describes the Noun. It is used before the noun to show whether it refers to something specific or not. So, in a way, articles can also be described as a type of adjectives as they also tell us something about the nouns, like adjectives. These are of two kinds, namely, Indefinite Articles and Definite Articles.

(i) **Indefinite Articles:** Indefinite means something which is not clear, obvious or exact. They are called indefinite because the identity of the thing or person being spoken about is left unclear or indefinite. The **indefinite article** indicates that the noun is not someone or something in particular. The speaker talks about any one of that type of things. The indefinite articles in English are **'a'** and **'an'.** They are Invariable.

A. We use 'A' when the next word starts with a consonant sound (Consonant letters in the English alphabet are B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z.) or before words that start with u and eu as they sound 'you'.

Some examples are given below :

a boy, *a* car, *a* helicopter, *a* big elephant, *a* European, *a* unit etc.

B. We use 'An' when the next word starts with a Vowel sound (Vowel letters in the English alphabet are A, E, I, O, U.) or with a mute *h or with a consonant giving the sound of a vowel.*

Some examples are given below:

An apple, *an* egg, *an* inkpot, *an* orange, *an* umbrella, *an* urgency, *an* hour, *an* M.L.A, *an* M.P. *an* M.A. *an* S.D.O. etc.

Note: We use 'a' and 'an' before a singular noun. We can't use 'a' and 'an' before a plural noun because 'a' or 'an' is the weakened form of one.

Article 'A' is used

1. **When there are singular nouns beginning with a sound that is not vowel :** *a* boy, *a* chair, *a* helicopter, *a* book, *a* one eyed person etc.
2. **Before words that refer to whole numbers, measures or weights :** *a* kilo, *a* meter, *a* pound, *a* hundred, *a* half, *a* litre.

3. **In the sense of Any:**
   A teacher must guide the students. (any teacher)
   A child should respect his elders. (any child)
4. **When a singular noun is introduced for the first time, as:**
   I saw *a* boy in the market.
   He met *a* monk in the temple.
5. **Before a proper noun to make it a common noun:**
   He is *a* Keats.
   She is *a* second Lata Mangeshkar (a great singer).
6. **In exclamatory sentences before singular nouns:**
   What *a* great shot!
   What *a* beautiful picture!
7. **Before persons of a particular profession:** *a* doctor, *a* painter, *a* teacher, *a* dancer, *a* gardener
8. **Before some phrases:** *a* little, *a* few, *a* lot of, *a* small number of

Article 'An' is used

1. **When there are singular nouns beginning with a vowel sound:**
   For example : *an* idiot, *an* elephant, *an* owl, etc.
2. **When there are singular nouns beginning with a consonant letter but with a vowel sound (here the consonant letters are silent):**
   For example: silent "h" in *an* hour, *an* honest boy or *an* M.B.A and *an* M.L.A. *an* IIT scholar etc.

Note : If noun is modified by an adjective, the choice between 'a' and 'an' depends upon the initial sound of the adjective that immediately follows the article.

For Example : **a** nice umbrella
an unusual scene
a European country ('eu' sounds like a 'y')

We also use A/An to indicate membership in a group.

I am **a** teacher. (I am a member of a large group of professionals known as teachers.)

He is **an** Indian. (He is one of the people from India known as Indians.)

(ii) **Definite Articles:** Definite means to be clear, exact or obvious about something. It is called definite because it is used in relation to a particular thing or person. **"The"** is the definite article in English, which is used to refer to particular nouns, the identities of which are known. The definite article indicates that the noun is specific. The speaker talks about a particular thing.

For Example : **The** boy sat on the sofa.

The lion pounced on him and ran away.

Notice how the reference is not left indefinite in both the sentences. It is clear that a particular *boy* sat on the sofa in the first sentence and a specific *lion* that attacked some one is being spoken about in the second example.

Uses of 'The'

1. **Before the names of rivers, oceans and seas : the** Ganga, **the** Indian Ocean, and **the** Gangetic Plain etc.
2. **Before the points on the globe : the** North Pole, **the** Equator, **the** South Pole etc.
3. **Before the geographical areas : the** South East, **the** Asia Pacific etc.
4. **Before deserts, forests, gulfs, and peninsulas : the** Kalahari, **the** Sunderbans, **the** Indian Peninsula etc.
5. **Before abbreviated names of states and countries : the** UAE. **the** US, **the** M.P. etc.
6. **Before the classes of people : the** poor, **the** rich, **the** down trodden, **the** Marxists, **the** intellectuals.
7. **Before the names of the newspapers : the** Times of India, **the** Indian Express, **the** Tribune, **the** Employment News etc.
8. **Before the names of historical buildings : the** Taj, **the** Gateway of India, **the** Red Fort, **the** Statue of Liberty and **the** Buckingham Palace etc.
9. **Before the nationalities : the** Indians, **the** Americans, **the** French, and **the** Canadians etc.
10. **Before the Places of work : the** Station Headquarters, **the** State Bank of India, **the** Indian Airlines etc.

11. **Before historical events : The** French Revolution, **the** First Anglo-Sikh War, **the** Second World War etc.

12. **Before the superlative degree of adjectives :**

He is **the** tallest boy in the class.

India is **the** largest democracy in the world.

13. **Before the names of a clan or family (to make proper names) : The** Jats, **the** Hindus or **the** Shinhs, **the** Vermas, **the** Chopras (Mrs. and Mr. Chopra and children) etc.

14. **Before two or more Comparative degrees of Adjectives :**

The sooner, **the** better.

The higher we go, **the** cooler it is.

15. **Before the names of holy books : The** Gita, **the** Ramayana, **the** Adi Granth, **the** Bible, **the** Koran, **the** Vedas, **the** Mahabharata etc.

16. **Before the epithets used before the names of persons :**

Alexander **the** Great, Ashoka **the** Great, Henry **the** First, Maharana Pratap **the** Great.

17. **Before a noun which has been mentioned earlier or that the listener is familiar with :**

I went to meet a pot maker. **The** pot maker showed me some great works of clay.

18. **Before the names of political organisations/parties : The** FICCI, **the** UNESCO, **the** UNO, **the** UNICEF, **the** Bhartiya Janata Party, **the** Akali Dal, **the** Congress, **the** Republicans, **the** Conservatives

19. **Before the directions : The** North, **the** South, **the** East, **the** West etc.

20. **Before the names of big offices : The** PMO, **the** President, **the** Election Commission, and **the** Supreme Court of India.

21. **When a singular noun is used to represent the whole class :** The lion is **the** king of the forest.

22. **Before the names of musical instruments :** She learnt to play **the** violin at the age of six.

23. **When a proper noun is used in the sense of common noun :** He is **the** Milkha Singh of our school.

OMISSION OF 'THE'

Article 'The' is not used in these situations

(a) There are certain rules regarding omitting Article 'the' with some geographical nouns.

1. **Before the names of cities**:
   Kolkata, Delhi, Mumbai, New York.
2. **Before the names of lakes:**
   Lake Dull, Lake Michigan, Lake Gobind Sagar.
3. **Before the names of streets/ roads**:
   Commercial Street, Park Avenue, Ashoka Road, Sardar Patel Road.
4. **Before the names of single mountains and peaks**:
   Everest, Kilimanjaro
5. **Before the names of Continents, islands**:
   Asia, Europe, Easter Island, Key West Island (except chain islands like the Andaman Islands, the Canary Islands)

(b) 1. Before proper nouns:
   Mr. Amitabh Bachchan has been a great ambassador of Indian cinema.
   Shimla is the capital of Himachal Pradesh.

2. **Before Abstract nouns:**
   Happiness is a state of mind.
   Pain is temporary.
   Honesty is the best policy.
3. **When Plural nouns are used to denote a class:**
   Tigers are ferocious.
   Sparrows are disappearing these days.
4. **Before material nouns:**
   Gold is a precious metal.
   Mercury is dipping today.
5. **Before the means of travel:**
   I like to travel by car.
6. **Before the names of meals/games:**
   I prefer heavy breakfast.
   He is fond of cricket.

Article	Different cases	Examples
'A'/ 'An' is used	While mentioning something for the first time.	We went for a walk.
	As one talks about a certain kind of a thing.	He has painted a great painting.
	When trying to say that someone is a certain kind of person.	He is a clever person.
	In case of talking about something which belongs to a set of the same thing.	This is a book.
	When talking about someone who belongs to a certain group.	He is an engineer.
	As one talks about a particular thing.	The play that we saw was a comedy.
'The' is used	In case of talking about something that one is sure of. When there is only one thing of its kind.	I passed the exam. Beautiful girls don't like to play in the sun.
No article is used	When talking about something in general.	Walking is a physical activity.
	When speaking about cities, countries, streets, sports.	We visited London. We played golf together

B. POSSESSIVES OR POSSESSIVE DETERMINERS

These Determiners are the pronouns of possessive case. In English, Possessive pronouns and adjectives are two different ways to show possession. Possessive adjectives go before the noun and Possessive pronouns go after the noun.

Here is a list of the Possessive adjectives and Possessive pronouns correspondingly:

my-mine, your-yours, his-his, her-hers, our-ours, their-theirs and its-its.

For Example : This is *my* book.
This book is mine.
Is that *your* cap?
Is that cap *yours*?

The structure for Possessive pronouns is: Noun + Possessive pronoun.

For Example : This car is mine.
This dog is theirs.
The house is ours.

The structure for Possessive Adjectives is**:** Possessive Adjective + Noun**.**

For Example : Your pen is beautiful.
Their mother is a teacher.
His dog is cute.

C. DEMONSTRATIVES OR DEMONSTRATIVE DETERMINERS

This, That, These, Those – are words that are Demonstrative Determiners.
We use 'this', 'that', 'these', or 'those' before the noun we are talking about.
The structure of demonstrative determiners: This / that / these / those + noun

For Example : I like this film.

'This' modifies the noun, *'film'*. It tells us the film is close to the speaker.

They are also called demonstrative adjectives.

Demonstrative determiner = Demonstrative adjective. These words tell us whether an object is close to us or far away.

Distance

(a) If one is talking about something close to one, use 'this' and 'these'.

This is my book. (The book is close to someone.)

Are these shoes yours? (The shoes are close to someone.)

(b) If you are talking about something farther away, use 'that' and 'those'.

That is my school. (The school is down the street.)

He likes those paintings. (The paintings are over there.)

For small objects and people, use 'this' and 'these' if they are close enough for you to touch. Use 'that' and 'those' if you can point to the object or person.

Distance is not just physical distance. We can use 'this', 'that', 'these', and 'those' to show distance in time.

We like this movie. (We are watching the film now. It is close in time, so we use 'this'.)

I liked that movie. (I watched the film last week. It is far away in time, so we use 'that'.)

Some more examples are:

1. This boy runs very fast.
2. Those girls are beautiful.
3. That building is very old.
4. Those houses are newly constructed.

D. NUMERICAL DETERMINERS

Numerals act as determiners when they appear before a noun. They are of three types.

(a) Definite Numerals

(b) Indefinite Numerals

(c) Distributive Numerals

(a) Definite Numerals are again of two kinds: Cardinals and Ordinals.

Cardinal numerals (one, two, three etc.) express quantity:

one pen

two pens

five books

In the same position, ordinal numerals express sequence:

first prize

second opportunity

third place

These are called general ordinals, and they include *last*, *latter*, *next, previous*, and *subsequent.* These words also function as determiners:

next day

last words

previous appointment.

(b) Indefinite Numerals : They tell us about indefinite numbers. We use them for indefinite numbers.

For Example : Few, A few, The few, All, Several, Some etc.

(i) (a) Few (Almost none): The poor beggar had few rupees in his pocket.

(b) A Few (A small number): Ram has a few rupees to buy his book

(c) The few (Whatever small number): The few rupees that Ram had, he gave them to the poor beggar.

(ii) All (All in number): We use it before plural numbers.

I gave him all my books.

All children love to play.

(iii) Several (More than two but not very many):

Mihir Sen has several firsts to his name.

(iv) Some (A small number):

We bought some mangoes.

Some children possess a unique memory.

(v) Both : It applies to only two persons/things; it is used with plural nouns.

For Example : Both the criminals were found guilty.

Both of his sons can dance very well.

(c) Distributive Numerals : We use them for telling about each and every thing of that category.

For Example : Each, every, either, neither etc.

(a) Each : It is used to tell about one of two or more persons or things.

Each participant was given a certificate.

Each subject carries equal weightage.

Each child got a gift.

(b) Every : It is used to tell about numbers exceeding two or the whole.

Every person wants money.

Every man has some good qualities.

(c) Either : Used to convey choice as one of the two.

You can pick either book.

(d) Neither : It is used for negative of the either.

Neither of the boys impressed me.

E. QUANTITATIVE DETERMINERS

They are used to convey 'how much'.

For Example : a little, many, much, some, any, enough, more, less etc.

Little : Used for very small quantity or almost negligible.

There is little hope of his survival after the fatal accident.

A little : A small quantity.

Every child leaves a little milk in the glass.

The little : All of the small quantity that is there.

He gambled the little money he had.

Some : Used with uncountable singular noun or with countable plural nouns and to convey a small quantity. Generally it is used in affirmative sentences.

There is some water in the jug.

Give me some milk.

There are some great players in the Indian Team.

Any : Used for a small quantity in negative or interrogative sentences.

It is used with words negative in meaning like hardly, without, little, few, only, seldom, difficulty, to fail, to prevent, to avoid.

There are not any good books in this book shop. (Negative)

Is there any doubt in your mind? (Interrogative)

There is hardly any person who dislikes him.

(Means 'No one')

No : It is used for negative expressions with singular or plural nouns, meaning 'not any' or 'nothing of a':

For Example : I have no enemies.
There is no scope of laxity in this case.

Enough : It is used to convey the necessary quantity or amount by placing before singular uncountable nouns or plural countable nouns.

For Example : There is enough time.
He has enough money.

Much : It is used to convey a plenty of, a great deal of or a large quantity of, etc.
It is preferred in negative and interrogative sentences.
He hasn't got **much** time.
In affirmative sentences, it is used in formal statements.

For Example : Much money is spent on health care.

More : It is used to convey 'a greater quantity'.

For Example : We must spend *more* money in creating world class sports facilities.
More working hands will help to achieve the aim faster.

Less : It is used to convey 'a smaller quantity'.

For Example : He takes *less* sugar in his tea.
I will take *less* than five minutes to get ready.

Interrogative determiners : In addition to the above forms of determiners, we can look at interrogative determiners also to develop a better understanding of determiners.

For Example : What, Whose and Which.

(a) What : It is used to ask information about something.
What do you want to do in life?
What would you need for the evening function?
What is the time now?

(b) Whose : It is used to ask about possession.
Whose book is this?
Whose pencils are these?
Whose place is he staying in?

(c) Which : It is used for asking choice.

Which road leads to Moga?

Which of these is your favourite book?

Which route is shorter?

EXERCISES FOR PRACTICE

Exercise 1 (Solved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. I want _____ apple from that basket.
2. _____ church on the corner is progressive.
3. Miss Lin speaks _____ Chinese.
4. I borrowed _____ pencil from your pile of pencils and pens.
5. One of the students said, " _____ professor is late today."
6. Ali likes to play _____ volleyball.
7. I bought _____ umbrella to go out in the rain.
8. My daughter is learning to play _____ violin at her school.
9. Please give me _____ cake that is on the counter.
10. I lived on _____ Main Street when I first came to town.

Hints : 1. an **2.** the **3.** no article needed **4.** a **5.** the **6.** no article needed, **7.** an **8.** the **9.** the **10.** no article needed

Exercise 2 (Unsolved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. Albany is the capital of _____ New York State.
2. My husband's family speaks _____ Polish.
3. _____ apple a day keeps the doctor away.
4. _____ ink in my pen is red.
5. Our neighbours have _____ cat and _____ dog.
6. He is _____ idiot.
7. You are doing _____ good job.
8. It is _____ rotten plum.
9. This is _____ used fork.
10. _____ historian writes history books.

Exercise 3 (Solved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. He is _____ honest man.
2. It was _____ horrible movie.
3. We went for _____ opera show at Sydney Opera House.
4. Spanish is _____ easy language.
5. Their car does 100 miles _____ hour.
6. Mathura is _____ holy city.
7. Cactus is _____ thorny plant.
8. Which is _____ longest tunnel in the world?
9. _____ honourable discharge is every employee's right.
10. He is _____ intelligent man.

Hints : 1. an **2.** a. **3.** an **4.** an **5.** an **6.** a **7.** a **8.** the **9.** An **10.** an

Exercise 4 (Unsolved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. It is _____ big table.
2. There is _____ stairway in the lobby.
3. Give me _____ paper clip.
4. Dog is _____ faithful animal.
5. I have _____ unusual feeling.
6. We saw _____ interesting movie.
7. He won _____ early bird prize in the party.
8. It was _____ daring idea.
9. _____ sun rises in the east.
10. We gave away _____ prizes.

Exercise 5 (Solved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. The brick hit him in _____ face.
2. He went _____ home.

3. She is going to _____ cinema.
4. _____ idea can change your life.
5. _____ higher you go _____ cooler it is.
6. Southall is _____ Punjab of England.
7. He is _____ most intelligent child of the family.
8. _____ umbrella is _____ useful thing.
9. He has _____ soft corner for the poor.
10. I gave him _____ hundred rupee note.

Hints: **1.** the **2.** No article needed **3.** the **4.** An **5.** The, the **6.** the **7.** the **8.** An, a **9.** a **10.** a

Exercise 6 (Unsolved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. I bought _____ pair of shoes.
2. He gave me _____ beautiful gift.
3. I have _____ one-rupee note.
4. He is _____ senior teacher.
5. Have you read _____ Bible?
6. P.K. Shinh is _____ M.A.
7. It is _____ best he could do.
8. She is _____ N.C.C. officer.
9. It was _____ pleasant day.
10. He is _____ cowardly person.

Exercise 7 (Solved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. She has _____ headache.
2. I have got _____ cold.
3. What is on _____ radio tonight?
4. This is _____ historical moment.
5. He has _____ few friends in his class.
6. He is studying in _____ European university.

7. He is _____ worst player of the team.
8. Rose is _____ taller of the two sisters.
9. He is _____ great comedian.
10. Wordsworth wrote poems about _____ nature.

Hints : 1. a **2.** no article needed **3.** the **4.** an **5.** a **6.** a **7.** the **8.** the **9.** a **10.** No article needed

Exercise 8 (Unsolved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. New York is _____ big city.
2. _____ cow is _____ useful animal.
3. Honesty is _____ best policy.
4. France is _____ great country.
5. The sun rises in _____ east.
6. I saw him when he was _____ child.
7. Who has not seen _____ tiger?
8. _____ milk is very nutritious.
9. Man is after all _____ animal.
10. How beautiful _____ stars are!

Exercise 9 (Solved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. God has created _____ universe.
2. Gold is _____ precious metal.
3. Kalidasa is _____ Shakespeare of India.
4. This is _____ best book I have ever read.
5. _____ cat killed _____ rat.
6. _____ cat is on _____ roof.
7. Mahatma Gandhi was _____ great leader of India.
8. The stone hit me on _____ head.

9. John is _____ smallest boy in the class but Peter is _____ biggest.
10. I would like to buy _____ pair of stockings and _____ couple of shirts.

Hints : 1. the **2.** a **3.** the **4.** the **5.** The, the **6.** The, the **7.** a **8.** the **9.** the, the **10.** a, a

Exercise 10 (Unsolved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. Many _____ flower is born to blush unseen.
2. He is _____ Newton of his age.
3. I admire _____ wisdom of Solomon.
4. _____ whole class will participate in the programme.
5. _____ Himalayas protect the plains of India from the cold winds of the North.
6. I watched _____ interesting film yesterday.
7. I bought _____ laptop for my daughter.
8. _____ laptop that I bought for my daughter was very expensive.
9. My daughter didn't like _____ laptop I gave her. She said that it was too big for her.
10. So, I got it exchanged for _____ smaller model.

Exercise 11 (Solved)

Fill in the blanks with an appropriate article, a, an, or the, or leave the space blank if no article is needed.

1. She absolutely loved _____ new model.
2. My son has been asking for _____ smartphone for a while.
3. He was _____ only child of his parents.
4. Siddhartha was _____ kind-hearted prince.
5. His parents shielded him from _____ miseries of _____ world.
6. Sri Lanka is _____ island country in _____ Indian Ocean.
7. I prefer _____ mountains to the seaside.
8. We went to _____ same school.

9. My brother is going out with _____ Chinese girl.
10. I am looking forward to being _____ grandmother.

Hints : 1. the **2.** a **3.** the **4.** a **5.** the, the **6.** an, the **7.** the **8.** the **9.** a **10.** a

Exercises 12 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. Have they got _____ matches?
2. He used his shoe as _____ hammer.
3. Harsh fed _____ dogs.
4. There are _____ children in the park.
5. Who invented _____ telephone?
6. He is _____ oldest in his family.
7. They met _____ nice Asian girls on holiday.
8. I think there is _____ ice cream in the fridge.
9. Let us go and bathe in _____ river.
10. Have you seen _____ Red Fort?

Exercise 13 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. Have you got _____ English friends?
2. No, I haven't got _____ English friends.
3. But I have _____ English penfriends.
4. He has _____ friends at all.
5. She has _____ close friend. They spend all their time together.
6. Would you like _____ more orange juice?
7. I have hardly _____ money left.
8. I never have _____ luck with the lottery.
9. Have you got _____ money?
10. Yes, I've got _____

Hints : 1. any **2.** any **3.** some **4.** no **5.** a **6.** some **7.** any **8.** any **9.** any **10.** some

Exercise 14 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. There are _____ animals in this zoo.
2. He is _____ man of _____ words.
3. How _____ milk do you need?
4. _____ time has passed now.
5. He is _____ same boy who cheated me.
6. Is there _____ water in the glass?
7. _____ he and his brother passed the exam.
8. He can write with _____ hand.
9. _____ people would be cruel the blind.
10. I shall finish _____ novel within two days.

Hints : 1. many **2.** a, a few **3.** much **4.** much **5.** the **6.** any **7.** both **8.** either **9.** few **10.** this.

Exercise 15 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. I always keep _____ pen in my pocket.
2. He has _____ good habits.
3. She wants the advice of _____ doctor.
4. She fell to _____ ground.
5. The bullet hit on _____ spot.
6. _____ path of duty leads to glory.
7. He is _____ author of great versatility.
8. He gave up _____ evil ways to attain salvation.
9. Unemployment has been increasing at _____ alarming rate.
10. Keep the enemy at _____ arm's length.

Exercise 16 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. He is _____ Indian Muslim.
2. She wrote _____ letter quickly.

3. She threw her arms round _____ baby.
4. I have _____ expectations from anyone.
5. I think of _____ Ganges.
6. _____ list of new books has been released.
7. He is _____ international Grandmaster of Chess.
8. He tore away _____ resignation letter.
9. Singing is _____ passion.
10. _____ road leads to Srinagar.

Hints : 1. an **2.** a **3.** her **4.** no **5.** the **6.** a **7.** an **8.** his **9.** my **10.** this

Exercise 17 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. I have _____ relatives in this town.
2. An umbrella is _____ useful thing.
3. I have got _____ rice.
4. You can find _____ wild animals in Rajaji National Park.
5. _____ of _____ rare books have been destroyed by foreign invaders.
6. He has lost all _____ money in gambling.
7. I do not have _____ extra dress for the evening party.
8. Everybody should respect _____ religions.
9. I purchased _____ new house.
10. Painting is _____ profession.

Exercise 18 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. Where shall I send _____ packet?
2. He sat on _____ seat beside his bed.
3. Sudha knew _____ languages.
4. Hassan lost _____ sympathy the teacher had for him.
5. How _____ money does he need?
6. _____ the papers were lying on the floor.
7. There was hardly _____ effort by Hassan to overcome his bad habits.

8. We have _____ things to finish before we go.
9. I had to take _____ responsibility.
10. The big hall has _____ windows

Hints : 1. this **2.** the **3.** many **4.** the little **5.** much **6.** All **7.** any **8.** many **9.** the **10.** many

Exercise 19 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. How many students were there in _____ class?
2. She is proud of _____ culinary skills.
3. Philip was _____ great violinist.
4. He did not make _____ mistake in the final match.
5. Do you need _____ further information on this issue?
6. How _____ cups of tea do you take daily?
7. No part of _____ ashes should be retained.
8. We have _____ spare cash to be distributed.
9. He handed _____ cup to Socrates.
10. Did you hear _____ noise?

Exercise 20 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. He always keeps _____ money in his wallet for emergencies.
2. _____ sun sets in the west.
3. The doctor advised me to eat _____ apple every morning.
4. There aren't _____ students in the library.
5. I haven't got _____ pictures in my bedroom.
6. She gave a cookie to _____ child.
7. I've got to solve _____ math problems before I go to sleep.
8. (*With a bowl of cherries on your lap*) _____ cherries are delicious!
9. My mother doesn't drink _____ coffee.
10. Could you bring me _____ books I left in the garden?

Hints : 1. some **2.** the **3.** an **4.** many **5.** any **6.** each **7.** some **8.** these **9.** much **10.** the

Exercise 21 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. I am a man of _____ words.
2. _____ hobby is a must for proper use of time.
3. _____ idle man's mind is a devil's workshop.
4. There is hardly _____ person who doesn't have a hobby.
5. You have many pens but _____ works well.
6. There are _____ horses in this stable.
7. She wasted _____ money she had.
8. Wait for me in _____ hall .
9. I want _____ sugar in my coffee.
10. _____ friends he has , love him.

Exercise 22 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. I caught the thief by _____ neck.
2. I get up early in _____ morning.
3. _____ people are living in slums in Mumbai.
4. _____ the dirty linen has been washed.
5. _____ students were absent today.
6. One must keep _____ promise.
7. My father is _____ advocate.
8. _____ Seeta and Geeta ran the race.
9. Children should respect _____ elders.
10. He is a gentleman. I like _____ behaviour.

Hints : 1. the **2.** the **3.** a lot of **4.** all **5.** some **6.** one's **7.** an **8.** both **9.** their **10.** his

Exercise 23 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. I have _____ enemies.
2. _____ person must get the share.

3. He gave me all _____ clothes he had.
4. Rabindra Nath Tagore has written _____ great poems.
5. I have done _____ best.
6. The police could not find _____ lost Bike.
7. He recites _____ Gita every morning.
8. He has committed _____ crimes.
9. I have made _____ friends in a short span of time.
10. Do you have _____ change in your purse?

Exercise 24 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. I have read _____ books written by Graham Greene.
2. _____ player was given a medal.
3. Both the books are not expensive. You can buy _____ of them.
4. There is _____ hope of his survival.
5. He can take _____ dress he likes.
6. We do not expect _____ mercy from him.
7. Will you lend me _____ money?
8. Miss Keller learnt _____ new words that day.
9. How _____ money do you want?
10. _____ plant is dying.

Hints : 1. many **2.** Each **3.** either **4.** little **5.** any **6.** any **7.** some **8.** many **9.** much **10.** That

Exercise 25 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. He tried to save _____ boy.
2. It makes _____ flesh crawl to hear you.
3. There is _____ end to it.
4. I am not in favour of _____ religious ceremonies.
5. What is _____ matter with your tooth?

6. She toils up _____ hill.
7. She sank into _____ chair.
8. I waited for him for _____ while.
9. _____ unity and diversity of India is its strength.
10. Thin men are _____ divers.

Exercise 26 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. Let's go for _____ walk.
2. I must sign _____ Will.
3. Why couldn't you have come _____ day earlier?
4. _____ type of life lasted for ten years.
5. Pasteur released _____ saliva into a tube.
6. I covered _____ face and wept.
7. What is _____ strange outcry?
8. She asked her friend to lend _____ money.
9. It is _____ opinion that these birds are mad.
10. In _____ seconds she put down her head.

Hints : 1. a **2.** the **3.** a **4.** This **5.** the **6.** my **7.** this **8.** some **9.** my **10.** a few

Exercise 27 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. _____ book is useful to me.
2. There is not _____ coffee in the mug.
3. That is _____ pen.
4. _____ police was called to help.
5. We need _____ more water today.
6. They had taken _____ milk that day.
7. _____ dress do you like?
8. Give me _____ curd.

9. _____ child likes chocolates.
10. He stood _____ in the class.

Exercise 28 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. He has done you _____ harm.
2. His father is _____ M.P.
3. English is _____ universal language.
4. Do you still get _____ message from him?
5. He is _____ honest officer.
6. Jack and Jill went up _____ hill.
7. _____ were drowned.
8. _____ milk was spilt.
9. _____ can do it if they try.
10. _____ of these roads leads to the airport.

Hints : 1. no **2.** an **3.** a **4.** any **5.** an **6.** the **7.** All **8.** Some **9.** Anybody **10.** Either

Exercise 29 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. _____ fool can do that.
2. _____ took it in turn.
3. _____ of the accusations is true.
4. It was _____ festival of spring.
5. He hurried towards _____ friends.
6. Nehru has been attached to _____ Ganga.
7. I had left home without _____ money in my pocket.
8. May I ask _____ one to tea?
9. Then _____ noise was repeated.
10. There is _____ time for Spain to choose from.

Exercise 30 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. He returned _____ books after reading.
2. They gave the children _____ toys.
3. He liked _____ shirt that I gave him.
4. It was _____ bitterly cold night.
5. We were sitting on _____ deck of the launch.
6. They were carrying water on _____ heads.
7. I glanced at _____ watch.
8. You must take _____ dog out.
9. Everyone seemed to be in _____ hurry.
10. There were still _____ questions unanswered.

Exercise 31 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. I have _____ axe.
2. Please give me _____ fruit to eat.
3. He wrote _____ essay.
4. There are _____ people whom I know in this town.
5. December is _____ last month of _____ year.
6. _____ Adi Granth is a sacred book of _____ Sikhs.
7. She is as pure as _____ angel.
8. Children were happy to see _____ elephant.
9. Kashi is _____ holy city.
10. Failures are_____ pillars of success.

Exercise 32 (Unsolved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. _____ team won the Kabbaddi finals in 2014?
2. He applied for _____ job.
3. There were _____ people at the platform.
4. The old man gave all _____ clothes he had.
5. Only _____ friends were invited for my birthday party.

6. He bought _____ bananas.
7. How _____ butter do you need?
8. He could take _____ of the dresses.
9. There were _____ children in the ground.
10. He could not finish _____ homework.

Exercise 33 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. How _____ money did he steal?
2. On Sundays, there is not _____ traffic on this road.
3. He has spilt _____ ink on his new dress.
4. There is too _____ sugar in Coca Cola.
5. It rained heavily. Only _____ students came to school.
6. She has not given _____ response so far.
7. Are you proud of _____ beauty?
8. He bought _____ new car.
9. Have you drawn _____ new sketch?
10. Is there _____ milk left in the glass?

Answers

1. How **much** money did he steal?
2. On Sundays, there is not **much** traffic on this road.
3. He has spilt **a little** ink on his new dress.
4. There is too **much** of sugar in Coca Cola.
5. It rained heavily. Only **a few** students came to school.
6. She has not given **any** response so far.
7. Are you proud of **your** beauty?
8. He bought **a** new car.
9. Have you drawn **any** new sketch?
10. Is there **any** milk left in the glass?

Exercise 34 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. Can you bring me _____ glass of water?
2. _____ can I help you?

3. I have not seen _____ movie in the past one month.
4. Please show me _____ new prints.
5. _____ shops are newly built.
6. Dashrath had _____ sons.
7. He was _____ to none.
8. Do you have _____ work to do now?
9. Ravi is _____ smarter of the two.
10. _____ the Kaurvas were killed.

Answers

1. Can you bring me **a** glass of water?
2. **How** can I help you?
3. I have not seen **any** movie in the past one month.
4. Please show me **some** new prints.
5. **These** shops are newly built.
6. Dashrath had **four** sons.
7. He was **second** to none.
8. Do you have **any** work to do now?
9. Ravi is **the** smarter of the two.
10. **All** the Kaurvas were killed.

Exercise 35 (Solved)

Fill in the blanks with an appropriate determiner or leave the space blank if no determiner is needed.

1. He said he would have _____ milk.
2. He is leading _____ group of volunteers.
3. Have you read _____ these books?
4. Very _____ politicians are honest these days.
5. Shiv Batalvi is _____ Keats of Punjabi poetry.
6. The Muslims bury _____ dead.
7. He removed _____ hat on entering the main hall.
8. Is _____ statement correct?
9. He takes his medicine thrice _____ day.
10. _____ grapes were a bit too high.

Answers

1. He said he would have **some** milk.
2. He is leading **a** group of volunteers.
3. Have you read **all** these books?
4. Very **few** politicians are honest these days.
5. Shiv Batalvi is **the** Keats of Punjabi poetry.
6. The Muslims bury **their** dead.
7. He removed **his** hat on entering the main hall.
8. Is **this** statement correct?
9. He takes his medicine thrice **a** day.
10. **The** grapes were a bit too high.



3 PREPOSITIONS

Learning Objectives After the completion of this chapter, the learner will be able to :

* Know different kinds of prepositions
* Explain and use various prepositions of :
* Time * Place * Movement
* Direction * Manner * Phrase Preposition

1. Read the following passage :

A new model of Yamaha Motor Cycle 'Fazer', by the Yamaha India Limited was launched at 11-A, Pragati Maidan, New Delhi on October 25, 20xx. The vehicle is expected to be popular among the youth who believe in durability.

The underlined words express a relationship, usually of space or time, between the words with which they stand. Such 'Positional' words which are used before an object or a person to show their relation with another are known as **Prepositions.**

KINDS OF PREPOSITIONS

1. **Simple Prepositions :** These are mostly single syllables.

For Example : in, at, on, by, for, from, till, with, through etc.

2. **Compound Prepositions :** These are formed by modifying some other words or by prefixing a 'preposition', 'a' or 'be' to different nouns, adjectives or adverbs.

For Example : across, amidst, between, besides, before, below, beneath, into, inside, outside, within, without, etc.

3. **Phrase prepositions :** These are formed by a group of words that convey a single idea. For example: according to, because of, by means of, for the sake of, in front of, in place of, in spite of, in order to, instead of, due to, on account of, etc.

The best way to learn the correct use of prepositions is by reading, listening, speaking and writing as much as possible. The use of prepositions is not determined by the kinds but by the relation that is to be presented. Keep in mind that same prepositions can be used for expression of different relations.

Prepositions are classified according to their function or the relations expressed through them.

PREPOSITIONS

Time	Position & Direction	Place	Movement	Manner	Agency	Reason	Accompaniment	Material	Possession

Let us understand the usage of various prepositions in detail:

A. Prepositions of Time:

Many prepositions are used to denote time. For example: on Saturday, in the evening, till tomorrow, after breakfast etc. Special care has to be taken while using prepositions:

1. **At :** point of time i.e. Fixed time : *at 9 o'clock, at the start of class, at the end of the day*

   But sometimes it can be used to denote indefinite periods. : *at noon or at midnight*

   The train will leave the station **at 5.30 p.m.**

   The accident happened **at noon.**

   He is going home **at Christmas.**

2. **On :** It is used with days and dates : *On Sunday, On 15th August, On the Independence Day, On Monday evening, On Friday night*

   The Annual Function will be celebrated in the school **on** *15th December.*

   The market will be closed **on** *Sunday.*

   We shall have a party **on** *Saturday evening.*

3. **For :** It is used when we have to express a period of time. It is used with all tenses.

I have been working in this office **for** *fifteen years.*

They have been waiting for the train **for** *thirty minutes.*

She stayed at my place **for** *three days.*

4. **Since :** It is used to express a point of time. It is generally preceded by a verb in some perfect tense.

He has been living in that house **since** *2016.*

They have been playing together **since** *Monday.*

5. **From and To / till :** Generally *from* is used to denote the starting point of an action and is mostly used in combination with *to* or *till.*

For Example : *The match will be played* **from** *9.00 a.m.* **to** *4.30 p.m.*

He was the captain of the team **from** *2006* **till** *2011.*

6. **In :** It is used with periods of time, i.e.: parts of the day, month, year or seasons.

in an hour, in a few moments, in a week,

in the evening, in the morning, in the afternoon

in May,

in 2017,

in summer / winter

It rained heavily **in** *the morning.*

We will have final exams **in** *March.*

The Olympics will be held **in** *2020.*

Note : '*In*' is not used before today, tomorrow or next/ last day.

For Example : *It might rain today.*

They are going shopping next Monday.

We must also understand the difference between application of 'on time' and 'in time' and 'within'.

'On time' is used to denote punctuality : We reached the station **on** *time*. (It means just before the train arrived)

The show begins right **on** *time*. (at the scheduled time)

Whereas, *'in time'* is used to denote a period of time, meaning, at the end of the given time.

The train will leave the station **in** *ten minutes.*

While '*within*' is used to denote a time before the end of time given:

You must return **within** *half an hour.*

7. **By :** It is used to convey the meaning 'not later than' or to denote the time at which that action will be over.

For Example : *The match will be over* **by** *5.00 p.m.* (This expresses that the match may finish before 5 p.m. and at least not later than 5 p.m.)

8. **Before and After :** We use (*before)* to denote a point of future time. It implies action taking place at an earlier time.

For Example : We will reach the school **before** 9.00 a.m.

He will complete his education **before** the age of eighteen.

While *'After'* is used to express the end of a period of time in the past. It implies action taking place at a later time.

For Example : India got freedom *after* a long struggle. (It is followed by a Noun, Pronoun or Gerund.)

Exercise 1

Fill in the blanks with suitable prepositions.

1. The show will be over _____ 5 p.m.
2. His interview will be held ____ Monday, 30th October.
3. Two boys quarrelled _____ the teacher had gone.
4. The new session starts _____ April.
5. They have been living here _____2009.
6. We were at Shimla _____ Monday ___ Friday.
7. The hockey match was played _____ 1p.m._____ 2.20 p.m.
8. They met only _____ thirty minutes.
9. The train arrives _____ 11 o'clock sharp.
10. Our shop opens _____ weekdays only.

Answers : 1. by **2.** on **3.** after **4.** from **5.** since **6.** from, to **7.** from, to **8.** for **9.** at **10.** on

B : Prepositions of Place

Quite a number of prepositions are used to indicate a position, movement and direction.

For Example : *at* Moga, *on* the table, *under* the book, *against* the wall, *above* the shelf, *over* the head, *in* the room, *between* the plates, *beside* the chair, *among* the children, *near* the lake, etc.:

1. **At :** Used to express exact locations or small extent of space (small place/ localities, villages, towns) or proximity with actual or intended contact or some festival :

   For Example : His office is **at** 11, Brigade Road. (Exact place)
   His mother is not **at** home now. (Nearness to place)
   My son is studying **at** Sarasvati Vidya Mandir. (Venue)
   Arjun aimed **at** the bird. (Point)

2. **In :** Used to express a wider extent of space or state of rest in the interior of anything.

   For Example : His birthday party was at Hotel Taj **in** Delhi.
   I spent my early years **in** India.
   The guest is **in** the house. (Space)

3. **On :** To express location of an object that rests on the upper surface of something.

   For Example : The train runs **on** the rails. (Expresses touch)
   The books were scattered **on** the floor. (Expresses at rest)
   Varanasi is **on** the banks of the river Ganga. (Expresses nearness)

4. **Above :** Used to express position that is higher in relation to something.

   For Example : The grandfather's picture hung **above** the fireplace. (On a higher place)
   The flags waved **above** our heads.

5. **Over:** It can also be used to indicate something that is higher in position or covers something or to indicate that something crossing over or moving to other side.

   For Example : The fan was just **over** her head.
   She puts a blanket **over** her sick child.
   The dog jumped **over** the wall.

6. **Below :** Used to indicate a position that is lower in relation to something or lower in rank or importance.
   For Example : His apartment is just **below** ours.
   His name was **below** me in the merit list.
   A Subedar is two ranks **below** a Captain.
7. **Under :** Used to express a lower position.
   For Example : The travellers had to rest **under** a tree on a sunny afternoon.
   The cat was sleeping **under** the table.
8. **Behind :** at the back of something or someone.
   For Example : My house is just **behind** the temple. (At the back of)
   He hid himself **behind** the big banyan tree.
9. **Opposite :** On the other side of something.
   For Example : There is a beautiful park **opposite** my house.
   His house is **opposite** the Head Post office in the city.
10. **In front of :** To indicate a position that is just ahead or at the front of something or somebody.
    For Example : He parked his car **in front of** my gate.
    The vehicle **in front of** my car stopped suddenly.
11. **Between :** Used when there are two persons or things or ideas.
    For Example : The rich man divided his property **between** both his sons.
    Moga is situated **between** Ludhiana and Firozpur on National Highway. (In the middle of two)
12. **Among :** Used when there are more than two things or persons.
    For Example : The hare hid **among** the bushes.
    The Gita is most revered **among** all Hindu scriptures.
13. **Amongst :** Used when there are a large number of people or things.
    For Example : These fifty books will be distributed **amongst** ten boys.
14. **Beside** : Means by the side (or nearness):
    For Example : She came and sat **beside** me.
    I kept the chair **beside** the table.
15. **Besides :** Means in addition to something.
    For Example : **Besides** the cash, the robbers took his bike.
    Besides studies, music is his passion.

Exercise 2 (Solved)

Fill in the blanks with suitable prepositions.

1. He stays _____ Karol Bagh.
2. He spent his early life _____ India.
3. He made his son sit _____ him and his friend on the bike.
4. Manav was sitting _____ his mother.
5. He distributed the toffees _____ all the children.
6. He was hiding _____ a big board.
7. We stood _____ the Sun temple for a while to admire its beauty.
8. My cat was resting _____ the table.
9. A big statue of Mahatma Gandhi has been placed _____ the Gandhi Museum.
10. The papers were scattered _____ the floor.

Answers : 1. at **2.** in **3.** between **4.** beside **5.** among **6.** behind **7.** in front of **8.** under **9.** in front of **10.** on

C : Prepositions of Movement and Direction

1. **To :** Used to convey the sense of destination:
   For Example : He went **to** the market to buy milk. (Reached the market)
   He took me **to** the station.
2. **Towards :** It is used to express direction or to indicate 'closeness' to a certain time or event:
   For Example : He ran **towards** the school.
   I threw the ball **towards** him.
   Most employees feel shortage of money **towards** the end of the month.
3. **Into :** to express a state of motion towards interior of something or inside something.
   For Example : He jumped into the pool.
   He stepped into the classroom.
4. **Against :** to express opposition of some kind. Close to, touching or hitting something.
   For Example : The girl was leaning **against** the wall.
   A motor car ran **against** a rickshaw.

5. **Across :** to convey movement from one side to the opposite side.
For Example : He ran **across** the road to his guest room.
Mihir Sen swam **across** the English Channel.

6. **Along :** move by the side of a path.
For Example : I walked **along** the canal for sometime.
He came **along** with me on my trekking route.

7. **By :** Used to indicate an agent of action or a source or doer of an action or mode of transport also.
For Example : The case was solved **by** the police.
My painting has been awarded the first prize **by** the Jury.
I love to travel **by** my own car.
She came and sat **by** me. (Nearness)

8. **With :** Used to indicate an object or instrument of action or nearness or some special features.
For Example : I mowed the grass **with** a new mower. (An instrument of action) I killed the snake **with** a long stick.
He owns a villa **with** a large swimming pool.

9. **From :** Used to indicate the point of departure or origin of something or somebody or a source.
For Example : Punjab Mail starts **from** Firozepur at 9.40 p.m.
He comes **from** a noble family.
She is **from** Dehradun.
His health is going **from** bad to worse.
He received an appreciation letter **from** his boss.

10. **Off :** To indicate some separation from a surface or down, from, away.
For Example : The rider fell **off** his horse.
He took **off** his coat.
The salesman rolled **off** the carpet.
Never get **off** a running bus.

11. **Of :** To express some belongingness or relation or reason or possession.
For Example : His house is made **of** wood.
He died **of** cancer.
She comes **of** a nice family.
He is a man **of** character.

12. **Out of :** To indicate a motion from the inside or interior of something, opposite of into.
For Example : She went **out of** the classroom.

The sparrows flew **out of** the cage.
He is **out of** pocket money these days.

13. **Through :** To indicate across the interior of something, means via something or past a barrier, stage or exam / test.
For Example : He passed **through** the main entrance.
It was difficult to sit **through** a boring movie.
He has gone **through** many ups and downs in life.

14. **Near :** To indicate a short distance or gap from something or somebody or to express a short period of time from something.
For Example : Ravi's house is **near** the temple.
Many companies make lucrative offers to customers **near** Diwali.

15. **Upon :** To move upward so as to get on or be on something.
For Example : The cat jumped **upon** the table.
She jumped **upon** the bed.

Exercise 3 (Solved)

Fill in the blanks with suitable prepositions:

1. We were on our way _____ school.
2. Winter vacations start _____25th December.
3. The axe fell___ the canal.
4. They were running ____the beach.
5. Our school is _____ the temple.
6. The wheel went ____ .
7. He will have to pay ____ his nose.
8. We must face the challenge_____ courage.
9. You must learn the lesson____ heart.
10. He threw the packet _____ the wall.

Answers : 1. to **2.** from **3.** into **4.** along **5.** near **6.** off **7.** through **8.** with **9.** by **10.** against

Some other commonly used Prepositions

1. **About :** To indicate some nearness or to suggest the subject of a book or a conversation.
For Example : It's **about** time to go.
The sick man is **about** to die.
Their discussion was **about** the problem of pollution.

2. **During :** To indicate a period of time, like, during the rainy season, during winter, during 1900's, during the day, during that time.

   For Example : The skin gets dry **during** the winters.

   Children enjoy playing in the rain **during** the rainy season.

3. **Until :** It is generally used to indicate a point of time or event, meaning 'not before'.

   For Example : We can't start the match **until** the umpires announce.

   There are no floods in this area **until** the rainy season starts.

Wrong use or omission of Prepositions

Sometimes Prepositions are not used properly between a transitive verb and its object or used where they are not required or wrongly omitted after intransitive verbs.

Some such examples are as below:

	Incorrect	Correct
1.	She loves with him.	She loves him.
2.	I told to him to write a letter.	I told him to write a letter.
3.	He reached at home.	He reached home.
4.	The child resembles to her mother.	The child resembles her mother.
5.	The manager resigned from his post.	The manager resigned his post.
6.	I descended down the hill.	I descended the hill.
7.	He reached at school late.	He reached school late.
8.	You must obey to your elders.	You must obey your elders.
9.	I ordered for a new shirt.	I ordered a new shirt.
10.	She opened out the window.	She opened the window.

Phrase Prepositions

Every prepositional phrase is a series of words made up of a Preposition and its object. The object may be a Noun, Pronoun, Gerund or Clause. A prepositional phrase functions as an Adjective or an Adverb.

Here are some commonly used Phrasal prepositions.

1. **According to :** Cut your coat **according to** your cloth.
2. **Along with :** She came to the party **along with** her boyfriend.

3. **Because of :** He won the case **because of** his sincere efforts to find the truth.
4. **By means of :** He was pulled out of the well **by means of** a long rope.
5. **Due to :** Hassan was refused admit card **due to** shortage of lectures.
6. **In spite of : In spite of** facing hardships, he gave money to his friend.
7. **Instead of :** I gave the children pizza **instead of** pancakes for breakfast today.
8. **On account of :** He got a promotion **on account of** his hard work.
9. **In case of : In case of** any emergency, dial 100 to call the police.
10. **With reference to :** He gave details to the police **with reference to** his complaint regarding the theft.
11. **In the face of difficulties :** Don't lose courage **in the face of difficulties.**
12. **On the eve of :** The Principal hosted a farewell party **on the eve of** his retirement day.
13. **In the event of :** Don't use elevators **in the event of** fire in this building.
14. **In order to :** He burnt mid night oil **in order to** top in the exams.
15. **On behalf of :** I thanked the sponsors **on behalf of** all participants.

Some commonly used prepositions

1. **Abide by :** One must **abide by** the rules of the road.
2. **Absent from :** She was **absent from** the office today.
3. **Abounds in :** This lake **abounds in** fish.
4. **Absorb in :** These days he is **absorbed in** completing his new novel.
5. **Account for :** She has **accounted for** her actions.
6. **Access to :** He managed to have **access to** some secret information.
7. **Accede to :** She **acceded to** my request.
8. **Accused of :** He has been **accused of** fraud by his employer.
9. **Accompanied by :** The Minister visited the accident site **accompanied by** medical team.
10. **Accustomed to :** The Punjabis are **accustomed to** battles at the borders.
11. **Act upon :** He **acted upon** her advice.
12. **Adapt to :** I can **adapt to** a new place easily.
13. **Addicted to :** The youth get **addicted to** smoking very easily.

14. **Admit to :** Manisha got **admitted to** class X.
15. **Admit into :** His uncle was **admitted into** the hospital.
16. **Afraid of :** One should not be **afraid of** anyone in life.
17. **Affection for :** I have a great **affection for** my motherland.
18. **Agree to :** Everyone **agreed to** his suggestions.
19. **Agree with :** Even friends do not always **agree with** each other on all points.
20. **Aim at :** Arjun **aimed at** the eye of the fish.
21. **Alarmed at :** The residents were **alarmed at** the sound of siren.
22. **Alive to :** We must be **alive to** our own weaknesses.
23. **Amounts to :** His conduct **amounts to** cheating.
24. **Amazed at :** His parents were **amazed at** his rude behaviour.
25. **Annoyed at :** The boss was **annoyed at** the peon's negligent behaviour.
26. **Attend to :** You must **attend to** your duties.
27. **Appeal to :** Dark coloured dresses don't **appeal to** me.
28. **Approve of :** Nobody **approves of** his misconduct in the office.
29. **Aspire for :** Always **aspire for** the best in life.
30. **Assured of :** He **assured** him **of** his consistent help.
31. **Astonished at :** Everyone was **astonished at** his extraordinary performance in the play.
32. **Avail of :** You must **avail of** this opportunity.
33. **Aware of :** He was not **aware of** my circumstances.
34. **Averse to :** He is not **averse to** hard work.
35. **Back out :** You should never **back out** of your promise.
36. **Bark at :** Street dogs **bark at** strangers.
37. **Beg of, for :** She **begged of** him **for** mercy.
38. **Begin with :** The show **began with** a lot of pomp.
39. **Believe in :** I firmly **believe in** the strength of friendship.
40. **Belong to :** He **belongs to** a nice family.
41. **Beware of : Beware of** pick pockets in crowded places.
42. **Born of :** Swami Vivekananda was **born of** noble parents.
43. **Break into :** The thieves **broke into** the shop.

44. **Break out :** Dengue has **broken out** in many cities.
45. **Brood over :** The prisoner was **brooding over** his deeds.
46. **Burst into :** The old man **burst into** tears.
47. **Bestow upon :** The President has **bestowed** many honours **upon** him.
48. **Call at :** We **called at** his house to wish him well.
49. **Call in : Call in** the doctor, at once.
50. **Care of :** Parents take best **care of** their children.
51. **Careful of :** We should be **careful** of our deeds.
52. **Carry out :** He **carried out** the task very sincerely.
53. **Certain of :** The coach was very **certain of** his pupil's success.
54. **Cling to :** The child **clings to** her mother.
55. **Charge with :** He has been **charged with** murder.
56. **Come of :** She **comes of** a respectable family.
57. **Claim to :** You have no **claim to** this book.
58. **Close to :** The biggest cinema is **close to** my house.
59. **Confer upon :** The jury **conferred** the title of 'Sir' **upon** him.
60. **Complain of :** She **complains of** a heartache.
61. **Consist of :** This group **consists of** seven members.
62. **Congratulate on :** He **congratulated** the winners on their success.
63. **Confine to :** He has been **confined to** his room because of his illness.
64. **Conscious of :** One should always be **conscious of** one's duty.
65. **Courteous to :** We should always be **courteous to** everybody.
66. **Count on :** You can always **count on** me.
67. **Deal in :** We **deal in** jewellery.
68. **Deal with :** The police has to **deal with** numerous criminals.
69. **Dear to :** My sons are very **dear to** me.
70. **Deprive of :** He has been **deprived of** his status.
71. **Die of :** The patient **died of** Malaria.
72. **Different from :** This book is **different from** other books by the same author.
73. **Dream of :** She **dreams of** becoming an Army Officer.
74. **Displeased with :** She seemed to be **displeased with** your services.

75. **Dispose of :** We must **dispose of** the outdated mobiles phones.
76. **Due to :** He won laurels **due to** his sincerity and hard work.
77. **Eager to :** I am very **eager to** learn a new language.
78. **Elect to :** He was **elected to** the Lok Sabha in his first attempt only.
79. **Eligible for :** You are not **eligible for** this post.
80. **Engage in :** You will always find her **engaged in** some work.
81. **Enquire into :** The police is **enquiring into** the murder case.
82. **Escape from :** The thief **escaped from** the police.
83. **Equal to :** He is **equal to** the challenge.
84. **Excel in :** Elizabeth Bennet **excels** all her sisters **in** beauty.
85. **Envious of :** He was **envious of** her success.
86. **Explain to :** I **explained** my plan **to** her.
87. **Entitled to :** He is **entitled to** have his views on dowry.
88. **Exempt from :** The minister has been **exempted from** personal appearance by the court.
89. **Exchange for :** I **exchanged** my old bike **for** a new scooter.
90. **Expose to :** He has been **exposed to** many dangers.
91. **Faith in :** I have full **faith in** God.
92. **Faithful to :** A soldier is always **faithful to** his duty.
93. **Familiar with :** You don't seem to be **familiar with** the customs of this place.
94. **Famous for :** Govinda is **famous for** his dancing skills.
95. **Fight for :** A soldier **fights for** his country.
96. **Fond of :** I am **fond of** my new pet.
97. **Fed up :** He is **fed up** with his neighbour.
98. **Favourable to :** The new scheme is not **favourable to** old employees.
99. **Frown at :** The teacher **frowned at** him.
100. **Forgive for :** I **forgave** her **for** her breach of promise.
101. **Give away :** The Principal **gave away** the prizes to the winners.
102. **Give up :** Never **give up** till you achieve your target.
103. **Good at :** My son is quite **good at** studies.
104. **Guard against :** We must **guard against** complacency during the match.

105. **Get along :** I **got along** with most of my classmates..
106. **Glance at :** I **glanced at** my watch.
107. **Grateful to :** I am always **grateful to** my teachers for imparting me valuable knowledge.
108. **Guilty of :** He was found g**uilty of** telling lies.
109. **Happy about :** Party workers were **happy about** the victory in Panchayat Elections.
110. **Happen to :** Something terrible **happened to** him.
111. **Hope for :** One should always **hope for** better life.
112. **Hopeful of :** I am **hopeful of** success in the final results.
113. **Hanker after :** Don't **hanker after** wealth.
114. **Hatred for :** Let there be no **hatred for** anyone.
115. **Hand over :** People **handed over** the pickpocket to the police.
116. **Hostile to :** We shouldn't be **hostile to** new ideas.
117. **Hint at :** The Army Chief **hinted at** more surgical strikes against the terrorists.
118. **Hurl at :** A journalist **hurled** a shoe **at** a leader.
119. **Ignorant of :** Being **ignorant of** laws is no excuse.
120. **Inferior to :** His painting **was inferior to** none.
121. **Insist on :** You must **insist on** the quality of services.
122. **Indifferent to :** The management has been **indifferent to** the demands of the workers.
123. **Impress with :** He was **impressed with** her work.
124. **Inquire after :** She **inquired after** my health.
125. **Incline to :** He is **inclined to** join the new job.
126. **Jealous of :** Ajit is **jealous of** his colleague's success.
127. **Junior to :** Mani is **junior to** Sunny by two years.
128. **Jumped at :** The customers **jumped at** the lucrative offers made during the Diwali sale.
129. **Jump into :** Ram **jumped into** the river to save the drowning child.
130. **Judge by :** We should **judge** a man **by** his actions.
131. **Keen on :** She seemed **keen on** finishing the work.

132. **Kind to :** We must be **kind to** animals.
133. **Known by :** A man is **known by** the company he keeps.
134. **Known to :** Anand is **known to** me for many years.
135. **Knock at :** Someone is **knocking at** the door.
136. **Key to :** Hard work is the **key to** success.
137. **Laugh at :** We should not **laugh at** others.
138. **Lame of :** His dog is **lame of** one leg.
139. **Listen to :** Always **listen to** your teachers' advice.
140. **Lead to :** This lane **leads to** the main market.
141. **Look into :** The police is **looking into** the matter.
142. **Look after :** He is **looking after** his ailing sister.
143. **Lament for :** There is no use **lamenting for** the lost time now.
144. **Limit to :** There is no **limit to** desires.
145. **Lost in :** He was seen **lost in** thoughts.
146. **Loyal to :** We must be **loyal to** our nation.
147. **Lust for : Lust for** money has no limits.
148. **Liable to :** He is **liable to** fall sick if he keeps roaming in the sun.
149. **Made of :** The dining table is **made of** wood and glass.
150. **Make up :** You must **make up** your mind to succeed.
151. **Married to :** She is **married to** a rich old man.
152. **Match for :** He was no **match for** him.
153. **Mistake for :** He **mistook** her **for** her sister.
154. **Meddle with :** Try not to **meddle with** affairs of others.
155. **Mindful of :** Ranvijay has always been **mindful of** his actions.
156. **Necessary for :** Hard work is **necessary for** success.
157. **Need of :** He is in **need of** sound advice.
158. **Notorious for :** Taimur is **notorious for** his killings of the innocents.
159. **Negligent in :** A good student should not be **negligent in** studies.
160. **Natural to :** Hard work is **natural to** a Gurkha.
161. **Obedient to :** I have always been **obedient to** my teachers.
162. **Object to :** She **objected to** his proposal.
163. **Open to :** Discount sale is **open to** all.
164. **Obliged to :** I am **obliged to** her for her advice.

165. **Opposed to :** He is always **opposed to** any change.
166. **Offend with :** She felt **offended with** his rude behaviour.
167. **Painful to :** It is really **painful to** see him lose a close match.
168. **Part from :** The lioness was not ready to **part from** her cubs.
169. **Pay for :** He will have to **pay for** his actions.
170. **Play at :** They like **playing at** the park.
171. **Popular with :** Karishma is still very **popular with** her co-actors.
172. **Prefer to :** He **prefers** village life **to** city life.
173. **Passion for :** Kids have a **passion for** soft toys.
174. **Pretend to :** Tammana was **pretending** to be sick.
175. **Proud of :** Ravana was **proud of** his powers.
176. **Proceed on :** He will be **proceeding** on long leave.
177. **Put on :** He was **putting on** a new dress.
178. **Prepared for :** A soldier is always **prepared for** a battle.
179. **Preside over :** The Prime Minister will **preside over** the cabinet meeting.
180. **Put off :** He never **puts off** till tomorrow what he can do today.
181. **Quick at :** Tanya is very **quick at** numbers.
182. **Quarrel with, over :** Girls generally **quarrel with** each other **over** trifles.
183. **Recommended for :** I **recommended** him **for** a promotion.
184. **Refer to :** The policeman will **refer** this matter **to** his senior officer.
185. **Refrain from :** You should **refrain from** making such comments.
186. **Rely on :** True friends can be **relied on** in difficult moments.
187. **Rejoice at :** They **rejoiced at** their success.
188. **Reply to :** I **reply to** all letters as soon as possible.
189. **Related to :** Kareena is **related to** Ranbir.
190. **Rest with :** The initiative **rests with** the leader.
191. **Run into :** He **ran into** trouble by challenging a strong opponent.
192. **Send for :** He **sent for** a doctor.
193. **Set Up :** I am **setting up** a new office at Chandigarh.
194. **Sentence to :** The criminal has been **sentenced to** life imprisonment.
195. **Search for :** He is **searching for** a new job.
196. **Stand by :** One must **stand by** friends in need.

197. **Surprised at :** We were **surprised at** his arrival.
198. **Satisfied with :** His parents were not **satisfied with** his results.
199. **Suffer from :** The old man is **suffering from** fever.
200. **Similar to :** His watch is **similar to** mine.
201. **Stare at :** She has been **staring at** me for long.
202. **Superior to :** This book is far **superior to** his earlier works.
203. **Stick to :** You must **stick to** your decision.
204. **Taste for :** I have a **taste for** good books.
205. **Think of :** I have been **thinking of** you since morning.
206. **Thank for :** I **thanked** him **for** his help.
207. **Tired of :** Mothers never get **tired of** their children.
208. **Trust in :** Always **trust in** God.
209. **Throw at :** Don't **throw** stones **at** birds.
210. **Tremble with :** The thief was **trembling with** fear.
211. **Useful for :** Coconut oil is **useful for** dry skin in winters.
212. **Unfit for :** He was found **unfit for** military duty.
213. **Used to :** She is not **used to** working outdoors.
214. **Vote for :** People have **voted for** the bold decisions taken by the Prime Minister.
215. **Versed in :** Chankya was well **versed in** diplomacy.
216. **Vexed at :** Shikhar Dhavan was **vexed at** himself for playing a loose shot.
217. **Victim to :** He has fallen a **victim to** false propaganda.
218. **Wait for :** We **waited for** him at the station.
219. **Warn against :** I **warned** him **against** bad company.
220. **Welcome to :** He was **welcomed to** the party by the host.
221. **Wonder at :** I **wondered at** the beauty of The Taj.
222. **Worthy of :** Virat is **worthy of** all the praise he gets.
223. **Work at :** I am always **working at** my fitness.
224. **Yearn for :** India **yearns for** a permanent membership of UN Security Council.
225. **Zealous in :** Sachin was **zealous in** his work.

EXERCISES FOR PRACTICE

Exercise 4

Fill in the blanks with appropriate Prepositions:

1. I was surprised _____ the contents of the notice.
2. He sat _____ the sofa.
3. She was looking forward _____ your proposal.
4. The cat jumped _____ the table.
5. I fell _____ love with picturesque beauty of Darjeeling.
6. Sudha was not afraid _____ challenges.
7. Gulmohars were scattered all _____ the fields.
8. The rat ran _____ its hole.
9. I saw the advertisement _____ the Sunday newspaper.
10. She was transferred out _____ Mumbai.

Exercise 5

Fill in the blanks with appropriate Prepositions:

1. We walked _____ the park.
2. He lives _____ India.
3. My grandfather's portrait hung _____ the mantelpiece.
4. His cat was sitting _____ table.
5. Grandmother's lips constantly moved _____ prayer.
6. I was left alone _____ my village.
7. Her face was covered _____ her silver locks.
8. My school was attached _____ the village temple.
9. She used to sit _____ the temple till my school finished.
10. She hobbled _____ the house with a stick in her hand.

Exercise 6

Fill in the blanks with appropriate Prepositions:

1. I used to get up early _____ the morning.
2. A brisk walk is best _____ the heart.
3. Some books are _____ be tasted, while others are to be read _____ parts.
4. You should not take things _____ granted.

5. Some students were reading books _____ the library.
6. Books serve _____ delight and ornament.
7. He is good _____ studies.
8. We will be free _____ the end of day.
9. Francis Bacon wrote an essay _____ the importance of studies.
10. Bowling is good _____ stone and reins.

Exercise 7

Fill in the blanks with appropriate Prepositions:

1. The children climbed _____ the wall.
2. We watched the match _____ big screen.
3. He answered some _____ the questions only.
4. Wasan was admitted _____ class.
5. We must pray _____ God.
6. I have no interest _____ games.
7. Kalam had three visions _____ India.
8. I believe _____ equality.
9. Discipline is important _____ success.
10. He was worried _____ the results of the competition.

Exercise 8

Fill in the blanks with appropriate Prepositions:

1. He was moving _____ the stage.
2. Kalam would not rest _____ he achieves his aim.
3. The students stood _____ the Taj for some time to admire its beauty.
4. We remained seated _____ the entire performance.
5. Self-respect comes _____ self-reliance.
6. I could see only his head _____ the water.
7. I parked my car exactly _____ the bridge.
8. I waited for him _____ 5.00 pm and then left for my walk.
9. Cubs were jostling _____ each other.
10. We should wash our hands _____ the meals.

Exercise 9

Fill in the blanks with appropriate Prepositions:

1. I have been waiting for you _____ 11.00 am.
2. He has been visiting our place _____ many weeks now.
3. They have lived here _____ 2015.
4. You must learn _____ stand _____ yourself.
5. The meeting was held _____ 2. p.m. to 5. p.m.
6. He got a deep cut _____ his right hand.
7. Both the vehicles collided _____ each other.
8. The plane flew _____ the fields.
9. Children generally quarrel _____ themselves over trifles.
10. India is _____ the top five nations of the world.

Exercise 10

Fill in the blanks with appropriate Prepositions:

1. His car knocked _____ the pillar and overturned.
2. The crowd pressed _____ the gate.
3. Captain Vikram Batra stormed _____ the enemy.
4. Major Som Nath Sharma laid down his life _____ the nation.
5. Indian troops were airlifted _____ Srinagar.
6. Flying Officer Nirmaljit exposed himself _____ danger.
7. The aeroplane flew _____ the clouds.
8. Indian soldiers displayed highest bravery _____ the battle.
9. Captain Batra led his company _____ victory.
10. Our soldiers inflicted heavy casualities _____ the enemy.

Exercise 11

Fill in the blanks with appropriate Prepositions:

1. We can see _____ clear water.
2. We should leave the natural resources _____ future generations.
3. Rivers have been flowing _____ ages.
4. Forests are essential _____ human life too.
5. Saving our environment is the need _____ the hour.
6. Many parts of Punjab are on the verge _____ becoming a desert.
7. Many cities were developed _____ the banks of rivers.

8. Man has always longed _____ the imaginary elixir of life.
9. We must take steps _____ preserve our heritage.
10. People should be educated _____ the adverse effects of globalization.

Exercise 12

Fill in the blanks with appropriate Prepositions:

1. U.S. Forces dropped atomic bombs _____ Hiroshima and Nagasaki.
2. A soldier renders selfless service _____ his nation.
3. Violence is not a solution _____ any problem.
4. Man must learn _____ love.
5. Many animals hunt _____ night.
6. I requested the commander _____ explain the situation of the patients.
7. I waited _____ the doctor.
8. _____ attending to the patients, he gave them medicines also.
9. General Fitch took _____ his glasses after reading the telegram.
10. The nurse was attending _____ the sick people.

Exercise 13

Fill in the blanks with appropriate Prepositions:

1. Malcolm was walking _____ a creek.
2. He saw the grizzly _____ a distance _____ twenty yards.
3. The grizzly pounced _____ Barb.
4. Malcolm was standing _____ the Grizzly and Barb.
5. She kept slipping _____ the ice.
6. Grizzly grabbed him _____ both hands.
7. She squeezed him _____ her chest.
8. Barb burst _____ tears.
9. There was no time _____ fear.
10. Barb did not give _____ on Malcolm.

Exercise 14

Fill in the blanks with appropriate Prepositions:

1. Nobody warned us _____ the dangers of pollution.
2. He never thought I would be ready _____ the challenge.
3. The new law prohibits us _____ drinking while driving.

4. Will you wait _____ your turn?
5. The teacher handed _____ the answer sheets _____ the students.
6. Prime Minister was very keen _____ reforms.
7. BMW has recalled many cars because _____ some technical fault.
8. The policeman was walking _____ the street at night.
9. People of India know how _____ welcome a guest.
10. Swami Vivekananda influenced millions of people _____ the world.

Exercise 15

Fill in the blanks with appropriate Prepositions:

1. He was looking _____ the board.
2. The haze prevented me _____ seeing the train.
3. She complained _____ headache.
4. I could not agree _____ his proposal.
5. There is no exception _____ rules of traffic.
6. They fought _____ the last round.
7. Swami's father was shocked _____ his behaviour.
8. I insist _____ his speaking the truth.
9. He was sorry _____ the delay.
10. My friend is a professor _____ profession.

Exercise 16

Fill in the blanks with appropriate Prepositions:

1. Children are generally fond _____ Laddoos.
2. A drowning man catches _____ a straw.
3. We are now _____ good terms with each other.
4. He has not come to my house _____ many days.
5. It is difficult _____ convince him.
6. He knew that he was _____ fault.
7. Maharana Pratap fought tooth and nail _____ the Mughals.
8. Shivaji fought _____ his motherland.
9. He fell a victim _____ drinking.
10. Her voice is familiar _____ me.

Exercise 17

Fill in the blanks with appropriate Prepositions:

1. The child was clinging _____ his mother.
2. He wrote a letter _____ his friend.
3. She closed the door _____ him.
4. Always be kind _____ children.
5. I am pleased _____ her.
6. Write _____ ink.
7. I don't care a fig _____ him.
8. He ran short _____ money.
9. We haven't met _____ last week.
10. Her efforts were rewarded _____ success.

Exercise 18

Fill in the blanks with appropriate Prepositions:

1. This book is superior _____ that.
2. I congratulated her _____ her success.
3. He will deliver the mail _____ you.
4. The postman delivered the letter _____ my home.
5. The man was leaning _____ the wall.
6. I will get _____ the difficulties.
7. I wished him a speedy recovery _____ illness.
8. She takes pride _____ her beauty.
9. My office is opposite _____ the Post office.
10. I never exempted him _____ class.

Exercise 19

Fill in the blanks with appropriate Prepositions:

1. She belongs _____ a poor family.
2. Beware _____ stray dogs.
3. One should never boast _____ knowledge.
4. He appealed _____ the public for keeping the area clean.
5. My bed is made _____ teak wood.
6. I was not angry _____ her.
7. Mr. Verma is sure _____ his success.

8. He was anxious _____ his son's safety.
9. He believes _____ fair dealing.
10. I solved the problem _____ any difficulty.

Exercise 20

Fill in the blanks with appropriate Prepositions:

1. We go to office _____ my official car.
2. He works in the factory _____ 8.30 a.m. _____ 4.30.p.m.
3. The boy hid himself _____ the tree.
4. He was found sleeping _____ the class.
5. His mobile fell _____ the water tank.
6. Sweets were distributed _____ the street children.
7. There is a cinema hall in front _____ his office.
8. The river is flowing _____ the danger mark.
9. Always hope _____ the best.
10. Always be positive _____ life.



4 MODALS

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Explain different types of Auxiliaries
* Use modals like–

* Will	* Shall	* Would	* Should	* Can
* Could	* May	* Might	* Dare	* Used to
* Ought to	* Must	* Need		

Read the following sentences and observe the verbs carefully.

1. I **talked** to my friend in English.
2. I was **talking** to my friend about you.
3. We **water** the plants everyday.
4. We have **watered** the plants.

In the above sentences, the verbs talked, talking, water and watered are the **Main Verbs or Lexical Verbs. Main Verbs can stand alone, or they can be used with a helping verb.**

Each main verb has five forms: the simple form (present tense), the s-form (present tense), the past tense form, the past participle tense form, and the present participle tense form.

For Example : The five forms of the main verb are-go, goes, went, gone and going.

A Main Verb is any verb in a sentence that expresses action or the state of being of the subject in that sentence and it always carries a real meaning.

In the above sentences, the words 'was' and 'have' are also verbs, but these verbs are the **Helping Verbs** because they help the Main Verbs. Helping Verbs are called **Auxiliaries. They are twelve in number: be, do, have, can, may, shall, will, must, ought, used(to), need, dare.**

An Auxiliary is a 'Helping Verb'. It helps the main verb to form tenses, voices or moods by being placed before them. It also helps in forming Interrogative or Negative Sentences.

Read the following sentence:

I must have been thinking of something else.

In the above sentence, 'must', 'have' and 'been' are Auxiliaries; 'thinking' is the Main Verb.

Types of Auxiliaries (Helping Verbs)

There are two types of Auxiliaries:

1. Primary Auxiliaries
2. Modal Auxiliaries

Primary Auxiliaries

There are three Primary Auxiliaries: be, do and have. They change their forms according to the Person or Number of the Subject.

Sr. No.	Primary Auxiliary	Various Forms of Primary Auxiliaries
1	be	is, am, are, was, were, been, being
2	do	do, does, did
3	have	have, has, had

Primary Auxiliaries also known as primary verbs can function as either main verbs or auxiliary verbs.

(i) **Primary Auxiliaries as Main Verbs:** The primary verbs in the **bold** function as main verbs because each of them can stand alone and also carry a meaning.

The jug **is** on the table.

I **have** a big house.

They **do** their work honestly.

He **had** a problem.

She **has** a car.

I **had** two balls.

The boys **were** busy.

I **am** a teacher.

(ii) **Primary Auxiliaries as Helping Verbs:** The primary verbs in the bold function as auxiliary verbs because each of them are helping a main verb. They can neither stand alone nor do they carry any lexical meaning. They carry grammatical meaning only.

She **is** playing a match.

I **am** not writing a letter.

I **did** not hit him.

An apple **was** eaten by Riya.

Are the boys **being** punished by the teacher?

Has this picture **been** painted by you?

Modal Auxiliaries

Read the following sentences carefully :

(i) He **can** drive a car. ('can' shows ability)

(ii) The rich **should** help the poor. ('should' shows moral obligation)

(iii) It **may** rain today. ('may' shows possibility)

In the above sentences, 'drive', 'help' and 'rain' are Main Verbs whereas 'Can' 'Should' and 'May' are Helping Verbs that denote particular moods, expressions or conceptions of the mind. Here 'can' 'should' and 'may' express 'ability', 'moral obligation' and 'possibility' respectively. Since these auxiliaries denote some particular moods or expressions, they are called Modal Auxiliaries.

A Modal Auxiliary is a special auxiliary which is used to denote a particular mood or expression of the subject.

Some Important Rules about Modal Auxiliaries :

1. Modals can never stand alone. They are always used to help a main verb.

For Example : I must leave soon. (Main verb is 'leave' and it is helped by the auxiliary verb, 'must')

He can drive a car. (Main verb is 'drive' and it is helped by the auxiliary verb, 'can'.)

2. Modals can't be used as main verbs except in a few cases.

For Example : I will you. ('Will' alone does not carry any lexical meaning. Therefore, this sentence is meaningless.)

I will **invite** you. (In this sentence, 'invite' is the main verb, here and it is helped by the auxiliary verb, 'will'. The sentence, so formed, is meaningful.)

3. Modals don't have infinitive, present participle or past participle forms. For example, we never use 'to should, 'musting' or 'canned'.
4. Modals are always followed by the base form (root form or the first form) of a main verb.

For Example : They must **attend** their classes.
I can **solve** this sum.

5. Modals can't be used in all the verb tenses.

For Example : In some tenses, we use, 'be able to' instead of 'can' to express ability.

(a) I will can do that. (incorrect)
I will be able to do that. (Correct)

(b) I have canned do that. (Incorrect)

(c) I have been able to do that. (correct)

6. When a Modal is followed by 'be' + Present Participle form of the verb, this indicates that one is talking about the present or the future.

For Example : He may be watching a movie.
The play will be starting soon.

7. When a Modal is followed by have + Past Participle, this indicates that one is talking about the Past.

For Example : You must have informed us.
She may have already left.

8. In Passive sentences, the pattern is:

Modal + be + Past Participle Form

or,

Modal + have been + Past Participle Form

For Example : His statement will be published soon.
Such changes may have been justified.

9. Modals do not inflect. They do not have any '-s' form, '-ing' form or '-ed' form.
10. Modals do not take any primary auxiliary to form negative sentences. To form negative sentences, the article 'not' is added after the modal.

For Example : He should not talk rudely.

11. Questions are formed by placing the modal before the Subject. In case of ought to, 'ought' is placed before the subject and 'to' after it.

For Example : Would you please lend me your book?
Ought we to support them?

12. Modals are used in Question Tags:

For Example : She can't drive a car, can she?
He could not solve the sum, could he?

13. There are 13 Modal Auxiliaries: will, would, shall, should, can, could, may, might, used to, ought to, must, dare and need.

14. 'Need' and 'Dare' can also be used as main verbs.

(1) Use of 'Will'

Will is used :

1. To indicate simple futurity or simple future plan when the subject is Pronoun of the second or third person:

For Example : My friend will come tomorrow.
You will go to school at 7 a.m.

2. To indicate prediction:

For Example : It will rain tomorrow.

3. To express future intentions that are decided at the time of speaking (offer, promise,decision,determination,threat,willingness) when the subject is Pronoun of the First Person:

For Example : Since you are very tired, I will do the dishes. (Offer)
I will lend you some money. (Promise)
I will wear my orange shirt. (Decision)
I will complete the task by 6 p.m. (Determination)
I will teach you a lesson. (Threat)
I will do the washing-up. (Willingness)

4. To express a **request, invitation or order** in yes/no question with 'you' as subject:

For Example : Will you please accompany me home? (Request)
Will you shut up? (Order)
Will you have a cup of tea? (Invitation)
Will you stop picking your nails! (Command)

(2) Use of 'Shall'

1. To express futurity or simple future plan when the subject is Pronoun of the First Person.

   For Example : I shall meet you tomorrow.
   We shall go for a picnic next week.

2. To make offer/suggestion (in yes/no question with I/we as subject):

   For Example : Shall we play cards? (Suggestion)
   Shall I open the door? (Offer)
   What shall I do next? (Suggestion)

3. To express command, compulsion, legal obligation, prohibition, threat, promise when the Subject is the Second or Third Person Pronoun:

   For Example : He shall do the job. (Command)
   The students shall attend the class. (Compulsion)
   The people shall submit their Income Tax Return before the end of March. (Legal obligation)
   You shall not smoke here. (Prohibition)
   If you make a noise, you shall be punished. (Threat)
   He shall be rewarded for his act of bravery. (Promise)

Important Notes:

(i) In Interrogative Sentences, *will* is never used with the First Person (I/We)

(ii) Will/shall are not used in clauses beginning with 'if' or 'when'.

For Example : If I will go to Delhi, I will visit the Red Fort. (Incorrect)
If I go to Delhi, I will visit the Red Fort. (Correct)
When he will return, I will serve him dinner. (Incorrect)
When he returns, I will serve him dinner. (Correct)
Will I make a cup of tea for you? (Incorrect)
Shall I make a cup tea for you? (Correct)

Exercise 1 Solved

Fill in the blanks with 'will' or 'shall'

1. I _____ surely help you (Determination)

2. If you make a noise, you _____ be punished.

3. _____ you have tea?
4. He _____ play the match tomorrow.
(Information about future action)
5. You _____ not leave this place. (Order)
6. _____ I bring some tea for you? (Offer)
7. I _____ take care of your brother. (Promise)
8. I _____ send him to jail. (Threat)
9. How _____ you solve this problem?
10. I _____ take care of your brother. (Promise)

Answers : 1. will **2.** shall **3.** Will **4.** shall **5.** shall **6.** Shall **7.** will **8.** will **9.** will **10.** will

Learn this rhyme :

In the First Person, simply *shall* foretells;
In *will*, a threat or else a promise dwells.
Shall in the Second and the Third does threat;
Will simply then foretells a future fate.
'I will', 'you shall', 'he shall', the speaker's will express.
'I shall', 'you will', 'he will', the coming future guess.

(3) Use of 'Would'

1. **As past tense of 'will' in indirect speech:**
For Example : She told me that he **would** go.
He said that you **would** tell a lie.
2. **To express a wish/preference/desire:**
For Example : **Would** that I were a king! (Wish)
Would that he were here! (Wish)
I **would** like to ask you something. (Desire)
I **would** rather die than beg. (Preference)
3. **To express a habitual activity in the past:** (meaning: 'used to')
For Example : She **would** sit for hours, saying prayers.
He **would** take a long walk after meals every day.

4. To express a request:

For Example : **Would** you say something on the subject?
Would you please close the door?

Note: ['would you' is more polite than 'will you']

5. In Conditional Sentences:

For Example : If I were you, I **would** forgive him.
Had you invited me, I **would** have attended the party.

(4) Use of 'Should'

1. To denote Past Tense of 'shall' in indirect speech:

For Example : He said to me, "You shall complete the work by tomorrow."
He told me that I **should** complete the work by the next day.

2. To express advice :

For Example : You **should** give up drinking.
You **should** take care of your health.

3. To express duty/ necessity/obligation:

For Example : You **should** serve your country.
We **should** help the poor.
You **should** take exercise daily.

4. To express condition:

For Example : **Should** you come early, you can see me in my room.
Should he give up drinking, he can hope to win her over.
Walk fast lest you **should** miss the train.

5. To indicate disapproval of something that was done in the past:

For Example : You **shouldn't** have talked rudely to her.
You **shouldn't** have risked all your money.

Exercise : 2 (Solved)

Fill in the blanks with 'would' or 'should'

1. I told him that he _____ pass.
2. You _____ respect your elders.
3. Walk fast lest you _____ miss the bus.
4. They _____ sit for hours talking together. (Past habit)
5. _____ that I were the Prime Minister!

6. You _____ take your medicine regularly.
7. I _____ rather fail than cheat.
8. I _____ like to have a cup of tea.
9. You _____ not leave this job.
10. _____ you meet him, give him this book.

Answers : 1. would **2.** should **3.** should **4.** would **5.** Would **6.** should **7.** would **8.** would **9.** should **10.** Should

(5) Use of 'Can'

1. To express ability/capacity/ inability at present:
   For Example : He can lift this heavy box.
   She can drive a car.
   I cannot solve this sum.
2. To refer to a characteristic (only a sporadic pattern of behaviour, usually in a derogatory sense):
   For Example : She can be cunning at times.
   Rahul can tell awful lies.
3. To seek or grant permission in an informal manner:
   For Example : You can go home now.
   Can I take your pen?

Note : ['May' can be used instead of 'Can'. 'Can' is generally used as it is less formal than 'May'.]

4. To express a theoretical possibility:
   For Example : It can rain any time during monsoon.
   Anyone can make such mistakes.

(6) Use of 'Could'

1. To express Past Tense of 'Can' in Indirect Speech:
   For Example : I told him that he could take the test.
2. To express ability/ inability in the past:
   For Example : He could lift that heavy box. (He had the ability to....)
   He could read and write before he joined the school.
   I could not understand what she said as she spoke hurriedly.

Important Note : Could is never used to refer to a single successful achievement:

(i) He ran fast and was able to catch the bus. (Correct)

(ii) He ran fast and could catch the bus. (Incorrect)

3. To make a very polite request (more polite than 'can') or seek permission:

   For Example : Could you give me a glass of water?
   Could I take your car for today?

4. To express possibility in conditional sentences:

   For Example : If I had the money, I could buy a new house.
   Had he played carefully, he could have scored more runs.

5. Special use of could in the sense of 'failing to resist'

   For Example : I could not help laughing.
   She could not help dancing.

Exercise 3 (Solved)

Fill in the blanks with 'can' or 'could':

1. She _____ read and write English well.
2. I told him that he _____ accompany me.
3. He _____ drive a car at the age of twelve.
4. I _____ not help laughing.
5. You _____ go now.
6. He _____ help you if you want.
7. He _____ come to meet me any time.
8. I _____ have availed myself of the opportunity. (But I didn't)
9. Who _____ be kinder than God?
10. Three years ago, he _____ not even walk.

Answers : 1. can **2.** could **3.** could **4.** could **5.** can **6.** can **7.** can **8.** could **9.** can **10.** could

(7) Use of 'May'

1. To grant or seek permission formally. 'May' is more formal and polite than 'can'.

   For Example : You **may** leave now.
   May I come in, Sir?

2. To express a wish (benediction or malediction)

For Example : **May** God bless you!

May God curse you!

3. To express a factual possibility:

For Example : The road **may** be blocked today due to the procession.

They have started and **may** arrive here any moment.

It is cloudy today. It **may** rain.

Important Note : 'Can' indicates a theoretical possibility whereas 'may' indicates a factual possibility.

For Example : During monsoon, it **can** rain any time. (theoretical possibility)

The sky is overcast, it **may** rain today. (factual possibility)

3. To express a purpose in a subordinate clause:

For Example : He is building his body so that he **may** join the army.

He is working hard so that he **may** pass with good marks.

(8) Use of 'Might'

1. To express the past tense of 'may':

For Example : He thought he **might** play a useful role.

She asked if she **might** read my book.

2. To express a remote possibility. (Present Time)

For Example : It **might** rain today. (Less certain)

Note : ['Might' indicates remote possibility as compared to 'May' and 'Can'

3. To express a possibility in a conditional sentence:

For Example : Had I not taken a taxi, I **might** have missed the train.

Had she worked hard, she **might** have won the competition.

4. To express some purpose in the past tense:

For Example : She worked hard so that she **might** pass.

She ran fast so that she **might** catch the bus.

Exercise 4 (Solved)

Fill in the blanks with 'may' or 'might':

1. _____ I go home now?
2. She asked if she _____ read my book.
3. We eat that we _____ live.
4. _____ God bless you!
5. It _____ rain today. (weak possibility)
6. You _____ have won the race if you had taken an early start.
7. If you apologise, he _____ forgive you.
8. She _____ have applied for a job, but I am not sure.
9. _____ his soul rest in peace!
10. He is working hard so that he _____ stand first in the class.

Answers : 1. May **2.** might **3.** may **4.** May **5.** might **6.** might **7.** may **8.** might **9.** May **10.** may

(9) Use of 'Used to'

1. To express a discontinued habit or a past situation which contrasts with the present:

   For Example : He **used to** go out for a walk every morning.
   As a child, she **used to** love dolls.
   She **used to** drink milk; now she takes tea.

Note: ['Used to' is always used in the past form. It does not have a present form. The present tense of 'I used to work in Delhi.' is not' Now I use to work in Kolkata. It is, 'Now, I work in Kolkata.']

2. 'Used to' means 'be accustomed to' or 'be familiar with'. This form of 'used to' can refer to the past as well as present.

   For Example : He is quite **used to** hard work.
   He was a salesman, so he was **used to** travelling up and down the country.
   [We can also use 'get used to' to refer to future time.
   University is different from school, but don't worry, you will soon get used to it.]

3. 'Used to' (not would) can also describe a state or situation that existed in the past and is no longer true.

For Example : There would be a park where there is a shopping complex now. (Incorrect)

There **used to** be a park where there is a shopping complex now. (Correct)

We would live in Allahabad. (Incorrect)

We **used to** live in Allahabad. (Correct)

Note : [We can use 'used to' and 'would' to talk about past habits. When we use both of them together, 'used to' most commonly comes first, as it sets the scene for the actions being reported:
When we were kids, we used to invent crazy games. We would imagine we were the government and we would make crazy laws.]

(10) Use of 'Ought to'

1. To express duty/necessity/ obligation/advice in the same way as 'should'

For Examples : I **ought to** go now.

You **ought to** take medicine regularly.

We **ought to** serve our country.

We **ought to** love our neighbours.

You **ought** not **to** have disobeyed your parents.

You **ought** not **to** have misbehaved with your friend.

Note : [Should expresses subjective opinion i.e. 'what I think is best for you to do'.]

For Example : You should call your mother more often. You should apologise before she loses heart due to your misconduct.

'Ought to' expresses objective truth i.e. what is necessary, and cannot be avoided. That's why we use 'ought to' when we are talking about laws, duties and regulations.

For Example : They **ought to** follow the school's policies, or they will be expelled.

2. The past tense of 'ought to' is expressed with 'ought to have' + 3rd form of the verb:

For Example : He **ought to have** attended the meeting.
She **ought to have** helped you.

Important Note : 'Ought to' expresses more moral obligation than 'should'. 'Must' expresses more compulsion but less moral obligation than 'ought to'.

Exercise 5 Solved

Fill in the blanks with 'used to' or 'ought to':

1. We _____ serve our country.
2. My grandmother _____ tell me stories.
3. You _____ change your job.
4. I am not _____ driving alone.
5. I _____ visit my sick brother.
6. We _____ obey the laws of our country.
7. They _____ miss their classes to watch a movie.
8. The students _____ be regular and punctual.
9. The employees _____ come late, but now they have become punctual.

Answers : 1. ought to **2.** used to **3.** ought to **4.** used to **5.** ought to **6.** ought to **7.** used to **8.** ought to **9.** used to

(11) Use of 'Must'

1. To express compulsion, obligation, necessity, duty, advice:

For Example : You **must** attend the class. (compulsion)
We **must** respect our elders. (obligation)
You **must** serve your country. (duty)
A subordinate **must** obey his boss. (necessity)
You **must** wear a helmet. (advice)

2. To signify determination:

For Example : I **must** top the list this time.
I **must** get a seat this time.

3. To express a guess, or an inference from circumstances, or a feeling of strong likelihood:

For Example : Someone is knocking at the door. It **must** be the postman.

The Principal **must** be in the office; the light is on.

4. To express inevitability/threat:

For Example : You **must** be punished for your sins.

He **must** be suspended from his job for his careless attitude.

We all must die.

5. To express some strong possibility:

For Example : She **must** have reached Mumbai by now.

(12) Use of 'Need'

1. As a regular verb, 'need' means 'require' or 'be in need of' and forms all the tenses in a regular way:

For Example : He **needs** some money.

He **needed** some money.

I don't **need** your advice.

2. As a Modal Auxiliary, 'need' is used to express necessity/obligation in Negative or Interrogative Sentences. (Used in Present Tense)

For Example : He **need** not go there again.

She **need** not worry for her test.

Need I stay here?

No, you **need** not stay here.

Note : [Need questions generally get a negative reply.]

(13) Use of 'Dare'

1. To express 'courage' or 'venture'

For Example : He **dare** not oppose me.

How **dare** you insult me?

He **dare** not face me.

Important Note : We can say: I **dare** not do it.

But we can't say: I **dare** do it.

2. The Past Tense of 'dare' is daren't have + 3rd form of verb.

3. Dare is used as a lexical verb in all tenses with 'to' in order to express courage/challenge:

For Example : He **dares** to speak the truth.
She does not **dare** to offend you.

4. Dare as a lexical verb may mean challenge/face boldly:

For Example : He **dared** me to a combat.
She will **dare** any situation bravely.

Exercise 6 (Solved)

Fill in the blanks with 'must', 'dare' or 'need':

1. The candidates _____ answer five out of ten questions.
2. How _____ you touch my things.
3. I _____ finish this work by Monday.
4. _____ I go to school today?
5. He _____ not oppose me.
6. You _____ not wait for him.
7. Does she _____ to argue with you?
8. You _____ not go to the market as I have brought vegetables.
9. _____ you have taken all this trouble?
10. You _____ be joking.

Answers : 1. must **2.** dare **3.** must **4.** Need **5.** dare **6.** need **7.** dare **8.** need **9.** Need **10.** must

Exercise 7 (Unsolved)

1. _____ you please stop talking? (will/shall)
2. You _____ go home whenever you like. (may/might)
3. We _____ not tell lies. (would/should)
4. You _____ get a prize if you finish your work in time. (shall/will)
5. My grand mother _____ go for a morning walk in her youth. (used to/might)
6. He _____ read and write Spanish. (can/could)
7. The rich _____ help the poor. (should/would)
8. If you have a ticket, you _____ go inside. (could/may)
9. He said that it _____ be true. (would/could)
10. _____ you hear that sound? (may/can)

Exercise 8 (Unsolved)

1. I tried to climb up the tree, but _____ not.
2. He worked hard so that he _____ win the gold medal.
3. _____ that I were a princess!
4. Death _____ come any time.
5. _____ you prosper in life!
6. Cars _____ not be parked in front of the gate. (may/must)
7. She is three years old, but she _____ not speak as yet.
8. You _____ not drink here. (will/shall)
9. If it _____ rain, we will have a holiday. (should/could)
10. _____ you mind my sitting here? (would/should)

Exercise 9 (Unsolved)

1. You _____ help the needy. (moral obligation)
2. If I were you, I _____ not behave like that. (conditional Sentence)
3. I _____ never tell a lie. (determination)
4. He told me that he _____ not let me down.
5. Walk slowly lest you _____ stumble.
6. My uncle _____ have reached by now. (possibility)
7. The patient is critical. He _____ be taken to the hospital. (compulsion)
8. You _____ not laugh at her mistakes.
9. How _____ you call her names?
10. I _____ to play hockey when I was a student. (past habit)

Exercise 10 (Unsolved)

1. What _____ you like to have ,tea or coffee?
2. _____ I smoke here? (formal permission)
3. One _____ do one's duty.
4. I _____ smell something burning.
5. I _____ rather die than beg.
6. It _____ rain today. (less certain)
7. I told him that he _____ take the test. (can/could)
8. She _____ not insult me.

9. We _____ respect our elders. (can/ought to)
10. I _____ help him with money. (will/shall)

Exercise 11 (Unsolved)

1. _____ I answer your question? (should/need)
2. I wish I _____ help you, but I have my own problems. (can/could)
3. Walk carefully lest you _____ sprain your foot.
4. You _____ not see him; just write a letter. (dare/need)
5. We _____ go to the station by taxi, it is getting late. (may/should)
6. You _____ do as you are told. (order)
7. The children asked if they _____ have an ice cream. (could/would)
8. _____ we play cricket? (suggestion)
9. _____ you have tea?
10. It _____ rain tomorrow. (Prediction)

Exercise 12 (Unsolved)

1. _____ I bring some tea for you? (Do you want me?)
2. _____ I use your pen? (very polite)
3. You _____ attend the class. (Compulsion)
4. He told me that he _____ join the Army. (possibility)
5. _____ he insult you? (challenge)
6. Play well so that you _____ win the match. (purpose)
7. Everyone _____ love his country. (may/ought to)
8. He is your father, you _____ obey him. (obligation)
9. You _____ not worry about it, I will handle it.
10. You _____ do your homework regularly. (advice)

Exercise 13 (Unsolved)

1. I _____ hear her reciting a prayer. (might/could)
2. You said that you _____ be absent. (should/would)
3. I _____ bring a chocolate for you tomorrow. (promise)
4. You _____ not hurry, there is plenty of time.
5. I _____ try to do better next time. (promise)
6. _____ you please help me? (should/would)

7. _____ God save our souls!
8. I _____ type ninety words in a minute. (may/can)
9. You _____ read a grammar book to understand these concepts. (may/ought to)
10. The doctor told me that the fever _____ go. (would/will)

Exercise 14 (Unsolved)

1. A leader _____ be ready to accept responsibilities. (shall/must)
2. Take an umbrella with you, it _____ rain. (should/may)
3. If we are not free, no one _____ respect us. (will/shall)
4. Some books _____ be read thoroughly. (may/must)
5. We _____ preserve our heritage. (can/must)
6. They _____ to complete their lessons. (dare/need)
7. One _____ not have liberty without discipline. (can/may)
8. You _____ see a doctor.
9. He _____ be thirty next birthday. (will/shall)
10. _____ we drink salty sea water? (can/could)

Exercise 15 (Unsolved)

1. _____ we play cricket?
2. I _____ invite you to the party. (intention)
3. You _____ not attend my class. (order)
4. He _____ have helped you if he wished.
5. He _____ come today. (remote possibility)
6. She _____ come late to school every day. (past habit)
7. Don't put off till tomorrow what you _____ do today.
8. He did not _____ to offend me.
9. I think I _____ go now. (could/should)
10. I _____ do or die. (compulsion)

Exercise 16 (Unsolved)

1. Reading _____ make a full man. (may/can)
2. We _____ learn how to govern better. (must/might)
3. The teacher said that he _____ be rewarded for his good work.

4. You _____ follow the traffic rules.
5. How _____ you do this to me? (could/would)
6. _____ I bring you something to eat?
7. He _____ play the match. (willingness)
8. You _____ not waste time on it. (necessity)
9. Had the doctor come in time, he _____ have saved the patient.
10. Had you hurried up, you _____ have caught the train. (could/can)



5 USE OF NON-FINITES (INFINITIVES, GERUNDS AND PARTICIPLES)

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Explain what is a finite verb and non-finite verb.
* Use Infinitives, Gerunds and Participles

What is a Verb?

A Verb is a word or a group of words that expresses an action or occurrence, and forms the main part of the predicate of a sentence.

For Example :

(i) Ram writes poems. (action)
(ii) The child felt happy. (feeling)
(iii) Ashoka was a great king. (existence)

A verb has two aspects:

(i) Finite verb (ii) Non-Finite Verb

Finite Verb :

Look at the following sentences :

(i) A girl loves dolls. (singular subject + singular verb)
(ii) Girls love dolls. (plural subject+ plural verb)
(iii) They play football every day.
(iv) They played football yesterday.

We find that the verbs 'loves', and 'love', in the above sentences, are governed by the subjects 'a girl' and 'girls' respectively, and the verbs 'play' and 'played' are governed by tenses. In simple words, a change in the subject and tense has led to a change in the form of the verb.

Thus, we can conclude that a finite verb is a form of verb that (a) shows agreement with a subject and (b) is marked for tense.

A finite verb can be transitive or intransitive.

For Example :

(i) We drink milk.

(ii) They play chess.

In the above sentences, the action denoted by the verb, 'drink' passes over to the object, 'milk' and the action denoted by the verb, 'play' passes over to the object, 'chess'. The verbs in these examples are Transitive Verbs, as they transit or pass over the action from the 'subject' to the 'object'. A transitive verb is the one that has some object. This means the action denoted by the verb passes over from the subject to the object.

Consider the following:

We drink slowly.

They play in the fields.

In the above sentences, the verbs 'drink' and 'play' have no objects. Therefore, the actions denoted by the verbs, drink and play do not pass over to any subject. Such verbs are called Intransitive Verbs.

Non-Finite Verb

Consider the following sentences:

The player wants to *win* the match.

All the players want to *win* the match.

We *want* to help them.

We *wanted* to help them

Here the verbs 'win' and 'want' are not governed by the change in number or person of the subject or any change in the tense. Such verbs that are not changed despite the change of the subject and the tense are called Non-Finite Verbs.

Non-Finites are of three types:

(i) Infinitives

(ii) Gerunds

(iii) Participles.

Now, we shall study these three types of non-finite verbs closely.

Infinitive

An infinitive is the base form of the verb (i.e. the first form of the verb) which is not governed by any subject or tense and does the work of a Noun, Adjective or Adverb in a sentence.

For Example : He wants *to win* her heart at any cost.

Here the verb 'to win' is an infinitive.

There are two kinds of infinitives.

(i) To-infinitive

(ii) Bare Infinitive

(i) To-infinitive

This form of infinitive is preceded by 'to' and consists of two words, to + base form of the verb.

For Example : I want to get a scholarship.

Here the verb 'to get' is To- Infinitive.

Uses of to- infinitive

The to-infinitive is used:

1. As Noun Infinitive

(a) It is used as the Subject of a Verb

For Example :

(i) **To err** is human.

(ii) **To pity** is divine.

(iii) **To find** fault is easy.

Here *To err, To forgive, To find fault* are used as subjects to the verb, 'is' in each of these sentences.

(b) As Object of the Verb

For Example :

(i) I do not like **to cry.**

(ii) We hope **to start** tomorrow.

(iii) She began **to tell** a story.

(iv) I want **to buy** a new car.

(v) He promised **to help** me.

Here *to cry, to start, to tell, to buy and to help* are used as objects to the verbs 'like', 'hope', 'began', 'want' and 'promised' respectively.

(c) As the Complement of a Linking Verb

For Example :

(i) His greatest asset is **to dance.**

(ii) His aim is **to become** a great dancer.

(iii) Her real aim is **to win** the match.

(iv) Her hobby is **to make** friends with new people.

(d) As the object of a Preposition

For Example :

(i) The poor beggar is about **to collapse.**

(ii) The enemy had no option but **to surrender.**

(iii) The match was about **to finish.**

(iv) The show is likely **to start.**

(v) The boss is about **to reach.**

(e) In Apposition to the Pronoun 'it'

For Example :

(i) It is our duty **to serve** our nation.

(ii) It is difficult **to make** everyone happy.

(iii) It is an honour **to serve** our motherland.

(iv) It is easy **to find** fault in others.

(v) It is a pleasure **to host** the party.

2. After the verbs like know, learn, discover, when, who, how, etc.

For Example :

(i) I know how **to sing.**

(ii) I wonder who **to invite.**

(iii) Show me how **to do** it.

(iv) He knows how **to drive** a car.

(v) We don't learn when **to say no.**

3. Infinitive of purpose

For Example :

(i) We eat **to survive.**

(ii) We went **to see** him

(iii) We play **to enjoy** the game.

(iv) Give me a book **to read.**

(v) Susan ran **to reach** the school in time.

4. In passive form

(i) The coaches like **to be followed.**

(ii) The boss likes **to be respected.**

(iii) Girls like **to be treated** like a queen.

(iv) He wanted **to be honoured** by the chief guest.

(v) Everyone wants **to be appreciated.**

5. As Gerundial Infinitive

(a) It modifies verbs like an adverb.

For Example :

(i) We play **to win.**

(ii) He came **to meet** me.

(iii) We went **to congratulate** him.

(iv) They fought **to defeat** the enemy.

(v) I gave him a book **to read.**

(b) It qualifies an adjective.

For Example :

(i) Spanish is easy **to learn.**

(ii) I am glad **to hear** of your victory.

(iii) She is ready **to work** hard.

(iv) They were eager **to learn** new tricks.

(v) It is difficult **to defeat** him.

(c) To qualify a sentence.

For Example :

(i) **To be** frank, I hate hypocrites.

(ii) **To tell** the truth, I don't approve of your views.

(iii) **To be** sure, he evaluated the answer-sheet twice.

(iv) **To be** honest, he is trustworthy.

(v) **To be** frank, I have done my duty.

(d) As an adjective, it qualifies a noun.

For Example :

(i) Parth is the boy **to win** the scholarship.

(ii) He is the player **to appreciate.**

(iii) Morning is not the time **to sleep.**

(iv) Sachin is the player **to watch.**

(v) Singing is the art **to emulate.**

6. After 'too' and enough'

For Example :

(i) He is too smart **to understand** your trick.

(ii) The bag was too big **to carry.**

(iii) He is too weak **to run.**

(iv) This dress is too dirty **to wear.**

(v) I am strong enough **to carry** this bag.

(vi) He is intelligent enough **to see** through their game.

7. As a substitute for a clause

For Example :

(i) I bought a book so that I could read. (Clause)
I bought a book **to read.** (Infinitive)

(ii) We watch movies so that we can enjoy. (Clause)
We watch movies **to enjoy.** (Infinitive)

(iii) He paints so that he could earn some money. (Clause)
He paints **to earn** some money. (Infinitive)

8. After ordinal numbers

For Example :

(i) He was the first **to complete** his work.

(ii) He was the last **to arrive.**

(iii) Ravi was the next **to raise** his voice.

Exercise 1 (Solved)

Fill in the blanks with a To-Infinitive:

1. I would like _____ a good story. (read)
2. He wanted _____ some new clothes for party. (buy)
3. I plan _____ a new factory. (open)
4. I would like _____ to the party with you. (come)
5. I am learning _____ English. (speak)
6. She helped me _____ my suitcases. (carry)
7. He decided _____ Biology. (study)
8. He asked _____ with us. (come)
9. I promise _____ you tomorrow. (help)
10. We hope _____ Goa next month. (visit)

Answers :

1. I would like **to read** a good story.
2. He wanted **to buy** some new clothes for party.
3. I plan **to open** a new factory.
4. I would like **to come** to the party with you.
5. I am learning **to speak** English.
6. She helped me **to carry** my suitcases.
7. He decided **to study** Biology.
8. He asked **to come** with us.
9. I promise **to help** you tomorrow.
10. We hope **to visit** Goa next month.

Exercise 2 (Solved)

1. He is quick _____. (respond)
2. We are delighted _____ you. (see)
3. I was quick _____. (reply)
4. It is time _____ now. (sleep)
5. It is not right _____ faults with others. (find)
6. This apple is ripe _____ (eat)
7. They had no time _____ (waste)
8. He likes _____ old songs. (sing)
9. I didn't want _____ yet. (leave)
10. You have _____ this sum. (solve)

Answers :

1. He is quick **to respond.**
2. We are delighted **to see** you.
3. I was quick **to reply.**
4. It is time **to sleep** now.
5. It is not right **to find** faults with others.
6. This apple is ripe **to eat**.
7. They had no time **to waste.**
8. He likes **to sing** old songs.
9. I didn't want **to leave** yet.
10. You have **to solve** this sum.

Exercise 3 (Solved)

1. _____ (err) is human.
2. He is too weak _____ (walk)
3. Everyone wants _____ (make) money quickly.
4. I have _____ (pick) some books from table.
5. _____ (waste) time is a folly.
6. Do you have anything more _____ (tell)?
7. She seems _____ (be) happy.
8. I find it sensible _____ (remain) silent.
9. This room is _____ (let)
10. _____ (toil) is the lot of mankind.

Answers :

1. **To err** is human.
2. He is too weak **to walk.**
3. Everyone wants **to make** money quickly.
4. I have **to pick** some books from table.
5. **To waste** time is a folly.
6. Do you anything more **to tell**?
7. She seems **to be** happy.
8. I find it sensible **to remain** silent.
9. This room is **to let.**
10. **To toil** is the lot of mankind.

Exercise 4 (Unsolved)

1. Children love _____ (play)
2. They like _____ (read) newspapers
3. This is not the time _____ (quarrel).
4. He finds this word difficult _____ (pronounce).
5. I want _____ (write) a book.
6. I asked him _____ (complete) his work first.
7. He had a plan _____ (follow).
8. You need _____ (do) a lot.
9. The match was about _____ (begin).
10. Aliens are here _____ (stay) now.

Exercise 5 (Unsolved)

1. He asked the girl _____ (pick) up a pebble.
2. Students are anxious _____ (learn)
3. He wanted _____ (help) the poor.
4. It is a criminal offence _____ (hit) anyone with a stick.
5. Give the beggar something _____ (eat).
6. He refused _____ (accept) our proposal.
7. You are advised not _____ (mislead) your friends.
8. I gave him a chance _____ (rethink) his stance.
9. He doesn't dare _____ (tell) me a lie.
10. The judge began _____ (pronounce) his final judgment.

(ii) Bare Infinitive

Usually an infinitive is preceded by 'to' but sometimes 'to' is not used before an infinitive. Such an infinitive is called Bare Infinitive.

For Example :

(i) Let him **come** in.
(ii) Make him **realise** his mistake.
(iii) You needn't **abuse** him.

In these sentences 'come', 'realise' and 'abuse' are bare-infinitives.

Use of Bare-Infinitive

1. After Modal Auxiliaries

For Example :

(i) I can write well.
(ii) He may come anytime now.
(iii) He dare not disobey you.
(iv) You need not go out.
(v) They will win the match.

All the verbs that follow auxiliaries are bare infinitives except those that come after have, ought and used (to).

We have to play and win the match.

Note : 'win' is also infinitive here, but 'to' is missing because it is connected by 'and'.

2. After some verbs like bid, watch, make, let, feel, behold, help, hear, know, observe, must, can, pass, hear etc.

For Example :

(i) I heard her cry.

(ii) I know him well.

(iii) They bade us goodbye.

(iv) He made me laugh a lot.

(v) He watched the match on TV.

3. After "had better", "had rather", "would rather", had sooner" etc.

For Example :

(i) He had better finish his assignment.

(ii) I would rather work than gossip.

(iii) They would sooner stay where they are.

4. After "than", "except" and "but".

For Example :

(i) He did nothing but cry.

(ii) It is better to work hard than fail.

(iii) It is better to speak the truth than cheat.

(iv) I did everything except steal.

5. Perfect Infinitives :

For Example :

(i) The boy pretended to have fallen sick.

(ii) He was upset to have failed in the first attempt.

(iii) He was sad to have missed the opportunity to win the championship.

(iv) They were glad to have finished the meeting in time.

6. Passive form of infinitives :

For Example :

(i) Everyone likes to be praised.

(ii) It is an honour to be declared the best player of the tournament.

(iii) He deserved to be awarded this recognition for his achievements.

(iv) I want the facts to be brought out.

Exercise 6 (Solved)

Fill in the blanks with Bare-Infinitive :

1. Let us _____ (work) hard to win.
2. We must _____ (go) for final push.
3. He _____ (make) her happy.
4. We _____ (bid) them goodnight.
5. I watched the car _____ (disappear) in the darkness.
6. He dare not _____ (break) the law.
7. He will _____ (start) a new business.
8. I shall _____ (narrate) an interesting story.
9. He may _____ (guide) you.
10. He wanted his enemy _____ (defeated).

Answers :

1. Let us **work** hard to win.
2. We must **go** for final push.
3. He **made** her happy.
4. We **bade** them goodnight.
5. I watched the car **disappear** in the darkness.
6. He dare not **break** the law.
7. He will **start** a new business.
8. I shall **narrate** an interesting story.
9. He may **guide** you.
10. He wanted his enemy **defeated**.

Exercise 7 (Solved)

1. The students made the teacher _____ (sing).
2. The teacher let them _____ (play) during the recess period.
3. _____ (bid) him come here.
4. Let her _____ (go) now.
5. You dare not _____ (shout) at me.
6. We _____ (hear) her cry.
7. I saw him _____ (do) it.
8. You need not _____ (worry).
9. You should _____ (tell) the truth.
10. You must _____ (finish) your homework at the earliest.

Answers :

1. The students made the teacher **sing.**
2. The teacher lets them **play** during the recess period.
3. **Bid** him come here.
4. Let her **go** now.
5. You dare not **shout** at me.
6. We **heard** her cry.
7. I saw him **do** it.
8. You need not **worry**.
9. You should **tell** the truth.
10. You must **finish** your homework at the earliest.

Exercise 8 (Solved)

1. I saw the thief _____ (run)
2. His friends made him _____ (laugh)
3. They had better _____ (vacate) their room.
4. Please let me _____ (study).
5. Let the children _____ (play) there.
6. He would sooner _____ (go) than wait for them.
7. He did more than _____ (help) me.
8. We must _____ (respect) our teachers.
9. He would rather _____ (die) than steal.
10. How dare you _____ (steal) my money?

Answers :

1. I saw the thief **run.**
2. His friends made him **laugh.**
3. They had better **vacate** their room.
4. Please let me **study.**
5. Let the children **play** there.
6. He would sooner **go** than wait for them.
7. He did more than **help** me.
8. We must **respect** our teachers.
9. He would rather **die** than steal.
10. How dare you **steal** my money?

Exercise 9 (Unsolved)

1. She made the child _____ (smile).
2. The coach made the players _____ (play).
3. He did more than _____ (lend) me money.
4. We can see the water level _____ (rise) in the river.
5. Need I _____ (warn) you?
6. I have seen him _____ (work) for success.
7. He can _____ (understand) many European languages.
8. A soldier must _____ (aim) to kill.
9. I saw the tiger _____ (cross) the road.
10. We had nothing to do but _____ (sleep) in the afternoon.

JOINING PAIR OF SENTENCES BY USING INFINITIVES

Sometimes we can join a pair of sentences by using an infinitive.

For Example :

1. They met at my place.
   They discussed some current problems.
   They met at my place to discuss some current problems.
2. He went to the school.
   He met the Principal.
   He went to the school to meet the Principal.

Exercise 10 (Solved)

1. The poor man had five children.
   He must provide for them.
2. Turn to the left.
   You will find my house.
3. My teacher will learn about my success.
   He will be delighted.
4. This box is very big.
   He can't lift it.
5. I had no money.
   I could buy no clothes.

Answers :

1. The poor man had five children to provide for.
2. Turn to the left for my house.
3. My teacher will be delighted to learn about my success.
4. This box is too big for him to lift.
5. I had no money to buy any clothes.

Exercise 11 (Unsolved)

1. The table was very big.
   Two boys could not lift it.
2. She buys antique paintings.
   It is her passion.
3. He takes light breakfast.
   He wants to control his weight.
4. I have some problems.
   I must solve them.
5. He went to Delhi.
   He has to attend a marriage.

GERUND

A Gerund is a Non-Finite Verb that ends with "ing" (i.e. V1+ ing) and functions as a Noun and a Verb. It is generally called a Verbal Noun.

For Example :

1. **Painting** is her hobby.
2. **Smoking** is injurious to health.
3. He made **singing** his profession.
4. Some people are fond of **talking.**

In the above sentences, **Painting, Smoking, Singing** and **Talking** are Gerunds.

Uses of Gerund

1. **As the Subject of a Verb :**
   - **(i) Calling** names is bad manners.
   - **(ii) Swimming** is a very useful exercise.
   - **(iii) Stealing** is a punishable offence.
   - **(iv) Jogging** is a very healthy activity.
   - **(v) Dieting** can be an effective tool to control weight.

2. As the Object of a Verb :

(i) I like **painting.**
(ii) I liked his **daring** acts.
(iii) He exhibited his **driving** skills.
(iv) He prefers **eating** Indian food.
(v) We enjoyed **listening** to old songs.

3. As the Object of a Preposition :

(i) I am fond of **listening to** music.
(ii) They were accused of **cheating.**
(iii) Are you not tired of **making** excuses?
(iv) The captain saved the ship from **hitting** against a big rock.
(v) He is very fond of **dancing.**

4. As Complement of a Linking Verb :

(i) Her primary duty is **attending** telephone calls.
(ii) Seeing is **believing.**
(iii) What I advise most students is **standing** up for truth.
(iv) Her favourite pastime is **gardening.**
(v) My first preference is **becoming** a great orator.

5. As part of a noun phrase :

(i) The time of the **dancing** of the peacocks has come**.**
(ii) **Playing** in Wankhede stadium is a great experience.
(iii) The **taming** of the horse requires a special skill.
(iv) **Watching** the snowfall was a memorable moment.
(v) **Running** after a car can be fatal.

6. As part of Compound Noun :

(i) He likes his breakfast at the **dining-table** only.
(ii) They were sitting in **waiting-room.**
(iii) The blind man used **walking- stick** to avoid a fall.
(iv) He was looking for his **shaving-kit.**
(v) I possess a nice pair of **boxing-gloves.**

7. As simple nouns :

(i) **Greetings** are very effective means of communication.
(ii) **Meetings** can become boring sometimes.
(iii) I never like **partings.**

8. With Possessive Adjectives/Pronouns :

(i) I don't like your **boasting.**

(ii) Please excuse my **coming** late.

(iii) He insisted on her **being** not there.

(iv) Nobody liked Rana's **going** there.

9. Passive form of Gerund :

(i) The cricketers love **being surrounded** by fans.

(ii) The film stars love **being praised**.

(iii) I did not like **being asked** questions.

(iv) The army officers hate **being transferred** every two years.

(v) Children don't like **being advised** too much.

10. In apposition to the Pronoun 'It' :

(i) It is no use **crying** over spilt milk.

(ii) It is wrong **telling** lies.

11. Gerund in passive form :

(i) Bhagat Singh was proud of **having** done his duty devotedly for his motherland. (Perfect Active)

(ii) The king liked **being** told the facts. (Passive Form)

(iii) Ravi didn't like **having** fought over trifles. (Perfect Active)

(iv) We learned of his **having** won a medal. (Perfect Active)

(v) She forgot **having** written a written a letter. (Perfect Passive)

12. In short prohibitions :

(i) No **smoking.**

(ii) No **cheating** in the exams.

(iii) No **trespassing.**

(iv) No **plucking** of the flowers in this garden..

13. In combining sentences :

(i) The police arrived at the accident spot. They helped the victims.

On **arriving** at the accident spot, the police helped the victims.

(ii) He completed his race. He sat in a corner.

After **completing** the race,he sat in a corner.

Note :

1. Both the Gerund and the Infinitive can be used as the subject and the object of the verb.
2. Only Gerund, and not Infinitive, can be used after a possessive and a preposition.

   She hates my coming late at night. (correct)

   She hates my to come late at night. (incorrect)

   I am good at painting. (correct)

   I am good at to paint. (incorrect)
3. Both can be used in the same pattern but with a different shade of meaning:

   She loves singing. (General Statement)

   She loves to sing with me. (more definite)

   You must remember writing to her a year back. (Past)

   You must remember to write to her tomorrow. (Future)

Exercise 12 (Solved)

Complete the following sentences using Gerund :

1. She is good at _____ (dance).
2. He is crazy about _____ (sing).
3. He doesn't like _____ (play) cards.
4. I am afraid of _____ (swim) in the canal.
5. He should give up _____ (smoke).
6. Harry dreams of _____ (be) a great athlete.
7. I am always interested in _____ (make) friends.
8. He is scared of _____ (travel) by air.
9. They insisted on _____ (cook) the dinner at home.
10. I suggest _____ (do) some more sums.

Answers :

1. She is good at **dancing.**
2. He is crazy about **singing.**
3. He doesn't like **playing** cards.
4. I am afraid of **swimming** in the canal.
5. He should give up **smoking.**

6. Harry dreams of **being** a great athlete.
7. I am always interested in **making** friends.
8. He is scared of **travelling** by air.
9. They insisted on **cooking** the dinner at home.
10. I suggest **doing** some more sums.

Exercise 13 (Solved)

Fill in the blanks with suitable Gerunds :

1. _____ (The end) of those movies were disappointing.
2. _____ (Use) computers saves a lot of time.
3. Fans enjoy _____ (see) a good game.
4. They don't mind _____ (sit) in the cold night air.
5. They hate _____ (see) their team lose.
6. I thanked him for _____ (fix) my door.
7. You can open it by _____ (use) a knife.
8. What's it for? It is for _____ (tie) things together.
9. Jason read the manual before _____ (begin) the installation.
10. You can't turn it on without _____ (plug) it in.

Answers :

1. **The endings** of those movies were disappointing.
2. **Using** computers saves a lot of time.
3. Fans enjoy **seeing** a good game.
4. They don't mind **sitting** in the cold night air.
5. They hate **seeing** their team lose.
6. I thanked him for **fixing** my door.
7. You can open it by **using** a knife.
8. What's it for? It is for **tying** things together?
9. Jason read the manual before **beginning** the installation.
10. You can't turn it on without **plugging** it in.

Exercise 14 (Unsolved)

Complete the following sentences using Gerund :

1. I am afraid of _____ (tell) the truth.

2. She never ceased _____ (talk) of increasing prices.
3. He regrets _____ (say) such words.
4. What about _____ (take) a cup of tea?
5. How about _____ (sleep) in the verandah?
6. I hate _____ (tell) lies.
7. He advises _____ (do) more activities before resting.
8. Fans enjoy _____ (see) a good game.
9. They enjoyed _____ (see) him win the trophy.
10. Avoid _____ (eat) sweets.

Exercise 15 (Solved)

Combine the following sentences by using a gerund :

1. He goes to his office. He finds it closed.
2. They have to write an essay everyday. They don't like it.
3. He heard the news of my arrival. He was overjoyed.
4. She began to grumble over her problems. Nobody liked it.
5. He acts on the stage. He wins many prizes.

Answers :

1. He finds his office closed on **reaching** there.
2. They don't like **writing** an essay every day.
3. He was overjoyed on **hearing** the news of my arrival.
4. Nobody liked her **grumbling** over her problems.
5. He wins many prizes by **acting** on the stage.

Exercise 16 (Unsolved)

Combine the following sentences by using a Gerund :

1. He serves his nation. He gets satisfaction.
2. She eats fruits. She keeps herself fit.
3. The boys were flying kites. They spent the whole evening.
4. A boy has stolen his book. There was enough proof of that.
5. Follow traffic rules. It is everyone's duty.

PARTICIPLES

A **participle** is a form of a verb that is used in a sentence to modify a noun, noun phrase, verb, or verb phrase, and thus plays a role similar to that of an adjective or an adverb. In other words it is *a word formed from a verb which can be used as an adjective*. It is also called a 'Verbal Adjective'.

For Example :

1. Barking dogs seldom bite.
2. Coming events cast their shadows.
3. Let the sleeping tigers sleep.
4. The day was very tiring.
5. It being a sunny day, they preferred to stay inside.

Kinds of Participle

There are three kinds of participles in English:

(i) The Present Participle
(ii) The Past Participle
(iii) The Perfect Participle

(A) THE PRESENT PARTICIPLE

The Present Participle is the form of the verb that is formed by adding "ing" to the first form of the verb. It is the form that appears in all continuous tenses.

For Example :

(i) stay+ing= staying
(ii) writing +ing = writing
(iii) waste+ ing= wasting

Uses of Present Participle

1. As an adjective

For Example :

(i) They were swimming in **running** water.
(ii) It was an **interesting** story.
(iii) You are fighting a **losing** battle.
(iv) A **drowning** man catches at a straw.

2. As a subject complement

For Example :

(i) This journey has been **challenging.**

(ii) His advice was **motivating.**

(iii) This novel is very **intriguing.**

(iv) The sun is **shining.**

3. As an object complement

For Example :

(i) They caught him **napping.**

(ii) We found him **violating** the rules.

(iii) She left him **crying.**

(iv) His ideas are quite **tempting.**

4. As adverb

For Example :

(i) They have gone away **cursing** her.

(ii) The peon went away **running.**

(iii) The children ran out **shouting.**

(iv) He finished **writing** his book.

5. As part of an Adjective phrase

For Example :

(i) The lady **wearing black dress** is a big TV Star.

(ii) The person **controlling the shots** here is my friend.

(iii) The book **containing valuable information** is missing.

(iv) The man **waiting at the door** is my cousin.

6. As Participle phrase

For Example :

(i) **Reaching the station,** I took my train.

(ii) **Entering the class,** he took his seat.

(iii) **Finding the book interesting,** I purchased it.

(iv) **Telling the beads of her rosary,** the grandmother moved about in the house.

7. As an absolute phrase

For Example :

(i) Weather **permitting,** we shall go for a long walk.

(ii) It **being** sunny, children could not play out.

(iii) God **willing,** they will be winners.

(iv) The cat **being** away, the mice will play.

8. To combine sentences

For Example :

(i) The children saw the gardener. They ran away.
Seeing the gardener, the children ran away.

(ii) The pickpocket found the police around. He disappeared.
Finding the police around, the pickpocket disappeared.

(iii) He heard the school bell. He started running.
Hearing the school bell, he started running.

B. THE PAST PARTICIPLE

The Past Participle is the third form of a verb and works like an Adjective.

For Example : burnt, learned, cooked etc.

Uses of Past Participle

1. As an Adjective

For Example :

(i) He picked up the **broken** plates.

(ii) He was a **spoilt** brat.

(iii) A **burnt** child dreads the fire.

(iv) No use crying over **spilt** milk.

2. As Subject Complement

For Example :

(i) Nice people are **respected**.

(ii) Winners **were awarded** scholarships.

(iii) Their dreams were **fulfilled.**

(iv) His mind remains **focused.**

3. As Object Complement

For Example :

(i) They considered the match **lost.**

(ii) I found the market **closed.**

(iii) We saw him **tired.**

(iv) They found the water **contaminated.**

4. In Perfect Tenses

For Example :

(i) He **had watched** the match.

(ii) They **had** already **vacated** the house.

(iii) I **have passed** the exam.

(iv) She **had left** for Delhi.

5. As Adverb

For Example :

(i) The baby sparrows huddled together **frightened.**

(ii) He sat in a corner totally **exhausted.**

(iii) They felt **famished.**

(iv) **Delighted** over the victory, he danced with a rapture.

6. As Participle Phrase

For Example :

(i) He found a mouse **trapped in a net.**

(ii) He finished lunch **cooked by his wife.**

(iii) I gave him a picture **captured by my new camera.**

(iv) **Caught in a bind,** he tried to break the rules.

(C) THE PERFECT PARTICIPLE

A Perfect Participle is a participle that expresses an action or state as just finished.

For Example :

1. Having delivered the message, he left immediately.
2. Having finished his work, Harry was ready to play.
3. The child, having found his mother, was happy again.

In the sentences above, the expressions-'*having delivered', 'having finished', and' having found' each* has a noun as its object.

These participles express an action that is just finished. They are , therefore, Perfect Participles.

It is: having / having been+ V3 (third form of the verb).

Uses of Perfect Participle

1. **To express the completion of one action before the other action took place :**

For Example :

(i) **Having learnt my lesson**, I slept peacefully.
(ii) **Having been praised** by the boss, he felt relieved.
(iii) **Having accomplished** his task, he took a break.
(iv) **Having seen the patient,** the doctor advised him to take medicine.

2. **Dangling or Unrelated participle**: If the participle doesn't have subject or is disregarded, the result is confusion. It is called dangling or unrelated participle.

For Example :

(i) Feeling sleepy, the book fell from his hands.

Note: 'Feeling sleepy' belongs to 'the book'. It seems as if the book was feeling sleepy. The above sentence should be written as:
As he was feeling sleepy, the book fell from his hands.

EXERCISES FOR PRACTICE

Exercise 17 (Solved)

Fill in the blanks with Present Participle :

1. The man _____ (drive) the car is a friend of mine.
2. Lorries _____ (come) over the bridge have to be careful of the wind.
3. Who was the girl _____ (wear) the red dress?
4. Students _____ (submit) their essays late will lose ten marks.
5. The _____ (bud) flowers looked very beautiful.
6. The _____ (run) bus rammed against the wall.
7. _____ (hear) the noise, he rushed to the spot.
8. They told us an _____ (amuse) account of their journey.
9. I saw the lion _____ (approach) us.
10. He watched them _____ (fight) over trifles.

Answers :

1. The man **driving** the car is a friend of mine.
2. Lorries **coming** over the bridge have to be careful of the wind.
3. Who was the girl **wearing** the red dress?
4. Students **submitting** their essays late will lose ten marks.
5. The **budding** flowers looked very beautiful.
6. The **running** bus rammed against the wall.
7. **Hearing** the noise, he rushed to the spot.
8. They told us an **amusing** account of their journey.
9. I saw the lion **approaching** us.
10. He watched them **fighting** over trifles.

Exercise 18 (Solved)

Fill in the blanks with Present Participle :

1. We saw many _____ (excite) tricks in the magic show.
2. _____ (keep) in mind his health, the doctor advised him rest.
3. He felt pity on the _____ (cry) child.
4. The peon came _____ (run) to the office.
5. A _____ (roll) stone gathers no moss.
6. Don't get off a _____ (run) car.
7. Would you mind my _____ (come) too?
8. _____ (Climb) mountains is my passion.
9. You should stop _____ (advise) others.
10. _____ (sing) can be a rewarding career too.

Answers :

1. We saw many **exciting** tricks in the magic show.
2. **Keeping** in mind his health, the doctor advised him rest.
3. He felt pity on the **crying** child.
4. The peon came **running** to the office.
5. A **rolling** stone gathers no moss.
6. Don't get off a **running** car.
7. Would you mind my **coming** too?
8. **Climbing** mountains is my passion.

9. You should stop **advising** others.
10. **Singing** can be a rewarding career too.

Exercise 19 (Solved)

Fill in the blanks with Present Participle/Gerund :

1. _____ (hear) the lion's roar, the deer ran away.
2. While _____ (cross) the road, the old beggar was hit by a speeding truck.
3. She has a _____ (smile) face.
4. Her _____ (charm) smile wins many hearts.
5. We must prevent their _____ (go) away.
6. The man _____ (sit) on the bench is known to me.
7. Cars _____ (speed) away can be very dangerous for pedestrians.
8. I found him _____ (drink) beer.
9. He began _____ (shout) at the poor man.
10. Children love _____ (eat) chocolates.

Answers :

1. **Hearing** the lion's roar, the deer ran away.
2. While **crossing** the road, the old beggar was hit by a speeding truck.
3. She has a **smiling** face.
4. Her **charming** smile wins many hearts.
5. We must prevent their **going** away.
6. The man **sitting** on the bench is known to me.
7. Cars **speeding** away can be very dangerous for pedestrians.
8. I found him **drinking** beer.
9. He began **shouting** at the poor man.
10. Children love **eating** chocolates.

Exercise 20 (Unsolved)

Fill in the blanks with Present Participle :

1. The movie, now, _____ (play) at the city theatre is my favourite.
2. My mother is _____ (prepare) a cake for my birthday.
3. The ship sailing to Mexico is _____ (leave) tonight.
4. The letters _____ (need) immediate answers are on the desk.
5. The _____ (bore) class ended just a few minutes ago.

Exercise 21 (Solved)

Fill in the blanks with Past Participle :

1. She found her _____ (tear) book on the floor.
2. He has _____ (leave) the windows open.
3. The college has _____ (close) for summer vacation.
4. They saw a few rupees _____ (throw) on the roadside.
5. We watched a movie _____ (direct) by Raj Kapoor.
6. He seemed to be a man with a _____ (break) heart.
7. A _____ (burn) child dreads the fire.
8. The man looked _____ (worry)
9. He looked a bit _____ (confuse).
10. We gave him a _____ (write) complaint.

Answers :

1. She found her **torn** book on the floor.
2. He has **left** the windows open.
3. The college has **closed** for summer vacation.
4. They saw a few rupees **thrown** on the roadside.
5. We watched a movie **directed** by Raj Kapoor.
6. He seemed to be a man with a **broken** heart.
7. A burnt child **dreads** the fire.
8. The man looked **worried.**
9. He looked a bit **confused.**
10. We gave him a **written** complaint.

Exercise 22 (Unsolved)

Fill in the blanks with past Participles :

1. Julie wasn't at home, she had _____ (go) to the shop.
2. We've already _____ (have) lunch.
3. This was the first time she had _____ (do) her homework
4. They have _____ (begin) painting the living room.
5. We have _____ (keep) this secret for three years.
6. He has never _____ (drive) a motorbike before.
7. I have _____ (be) sick all week.

8. By the time we arrived, the children had _____ (eat) all the chocolates.
9. The books had _____ (fall) off the table, and were all over the floor.
10. The patient _____ (die) before the doctor arrived."

Exercise 23 (Solved)

Fill in the blanks with Past Participle :

1. _____ (select) the best eleven, they started their practice.
2. _____ (finish) the day's work, we went to see a movie.
3. _____ (win) the tournament, the Indian team had a great party.
4. The food _____ (cook), she laid it on the dining table.
5. _____ (take) proper rest, they felt ready for a long game.

Answers :

1. **Having selected** the best eleven, they started their practice.
2. **Having finished** the day's work, we went to see a movie.
3. **Having won** the tournament,the Indian team had a great party.
4. The food **having been cooked**, she laid it on the dining table.
5. **Having taken** proper rest, they felt ready for a long game.

Exercise 24 (Unsolved)

Fill in the blanks with an appropriate Participle :

1. I'd _____ (lend) my umbrella to John, so I got wet.
2. I've been looking for ages, but I haven't _____ (find) my keys yet.
3. The birds have _____ (fly) south for the winter.
4. She has finally _____ (come).
5. Don't worry, we haven't _____ (forget) about the meeting.
6. It had _____ (become) very cold, so we went inside.
7. You have _____ (buy) a lot of new clothes recently.
8. I'd _____ (get) a lovely new bike for my birthday, so I was keen to try it.
9. She'd _____ (bring) a cake to the party, but we didn't eat it.
10. Have you _____ (choose) your university yet?

Exercise 25 (Unsolved)

Fill in the blanks with an appropriate Participle :

1. Have you ever _____ (drink) Turkish coffee?

2. I've _____ (give) some money to Julia.
3. Had you _____ (hear) of this band before you came to the USA?
4. She has _____ (know) about the problem for three months.
5. Why has John _____ (leave) already?
6. While he was ploughing his fields, a scorpion _____ (sting) him.
7. His father looked _____ (worry)
8. He became _____ (discourage).
9. It was a _____ (tire) exercise.
10. They shall be _____ (write) a letter.

Exercise 26 (Solved)

Fill in the blanks with correct form of the verb (To-Infinitive, the Gerund or the Participle) given in brackets.

1. _____ (Find) fault is easy.
2. It is not worth _____ (read).
3. I found the snake _____ (kill).
4. He made me _____ (listen) to old songs.
5. He was busy _____ (pack).
6. Don't make me _____ (laugh).
7. The light is too weak _____ (read).
8. He enjoys _____ (smoke).
9. Most boys like _____ (play) games.
10. They let him _____ (speak).

Answers :

1. **To find** fault is easy.
2. It is not worth **reading.**
3. I found the snake **killed.**
4. He made me **listen** to old songs.
5. He was busy **packing.**
6. Don't make me **laugh.**
7. The light is too weak **to read.**
8. He enjoys **smoking.**
9. Most boys like **playing** games.
10. They let him **speak.**

Exercise 27 (Solved)

Fill in the blanks with correct form of the verb (To-Infinitive, the Gerund or the Participle) given in brackets.

1. He told me _____ (go).
2. The parcel is heavy _____ (carry).
3. We found the child _____ (cry).
4. He wanted _____ (study) medicine.
5. _____ (jog) is a good exercise.
6. It is a sin _____ (tell) a lie.
7. _____ (smoke) is injurious to health.
8. He does nothing but _____ (complain).
9. Kids like _____ (play) games.
10. We decided _____ (wait) for her.

Answers :

1. He told me **to go.**
2. The parcel is too heavy **to carry.**
3. We found the child **crying.**
4. He wanted **to study** medicine.
5. **Jogging** is a good exercise.
6. It is a sin **to tell** a lie.
7. **Smoking** is injurious to health.
8. He does nothing but **complain.**
9. Kids like **playing** games.
10. We decided **to wait** for her.

Exercise 28 (Unsolved)

Combine the following pairs of sentences by making use of a participle :

1. She went home.
   She was ill.
2. I was hungry.
   I prepared some noodles.
3. He found his book.
   He started reading it.

4. Parth finished his homework.
   He went out to play.
5. The mayor was busy.
   He had no time to meet anyone.
6. The bus reached the last stop,
   He got down.
7. It was raining.
   No one could go out.
8. We saw a beggar.
   He was limping.
9. They missed their train.
   They began to walk back.
10. I saw her result.
    I began to dance.

MISCELLANEOUS EXERCISES

Exercise 29 (Solved)

Do as directed :

1. She has no choice but _____ (tell) the truth.
   (Fill up the blank with an Infinitive)
2. His mother bade him _____ (take) the medicine immediately.
   (Fill in the blank with an Infinitive)
3. Every team has a manager.
   He manages the administrative needs of the team.
   (Combine these sentences into a single sentence using To-Infinitive)
4. _____ (play) carom amuses every child.
   (Fill in the blank with a Gerund)
5. The teacher prevented him from _____ (quarrel) with his classmates.
   (Fill in the blank with a Gerund)
6. The fire fighters entered the _____ (burn) house.
   (Fill in the blank with a Participle)

7. He hurt his toe.
   He stopped walking.
   (Combine into a single sentences using a Participle)
8. You will pass only by _____ (study) regularly.
   (Fill up the blank with a Gerund.)
9. He came _____ (collect) his money.
   (Fill in the blank with To-Infinitive)
10. I saw a man _____ (walk) on the rope.
    (Fill in the blank with a Participle)

Answers :

1. She has no choice but **to tell** the truth.
2. His mother bade him **take** the medicine immediately.
3. Every team has a manager **to manage** their administrative needs of the team.
4. **Playing** carom amuses every child.
5. The teacher prevented him from **quarrelling** with his classmates.
6. The fire fighters entered the **burnt** house.
7. **Having** hurt his toe, he stopped walking.
8. You will pass only by **studying** regularly.
9. He came **to collect** his money.
10. I saw a man **walking** on the rope.

Exercise 30 (Solved)

Do as directed :

1. I am always ready _____ (learn) new things.
   (Fill up the blank with an To-Infinitive)
2. He was asked _____ (explain) his behaviour.
   (Fill in the blank with To-Infinitive)
3. Shelly drove very fast.
   She reached her class in time.
   (Combine these sentences into a single sentence using an Infinitive)
4. They will get the contract only by _____ (cooperate) with each other.
   (Fill in the blank with a Gerund)

5. Children kept on _____ (play) in the sun.
(Fill in the blank with a Gerund)
6. The _____ (sing) bird stole the show.
(Fill up the blank with a Participle)
7. Ravi opened the lock.
He entered the room.
(Combine into a single sentences using Participle)
8. (swim) is a healthy exercise. (Fill up the blank with a Gerund)
9. He has the ability _____ (top) in the exam.
(Fill in the blank with an Infinitive)
10. _____ (follow) the right path, he achieved his aim.
(Fill up the blank with a Participle)

Answers :

1. I am always ready **to learn** new things
2. He was asked **to explain** his behaviour.
3. Shelly drove very fast to reach her class in time.
4. Theywill get the contract only by **cooperating** with each other.
5. Children kept on **playing** in the sun.
6. The **singing** bird stole the show.
7. Opening the door, Ravi entered the room.
8. **Swimming** is a healthy exercise.
9. He has the ability**to top** in the exam.
10. **Following** the right path, he achieved his aim.

Exercise 31 (Unsolved)

Do as directed :

1. He is eager _____ (succeed).
(Fill in the blank with To-Infinitive)
2. Let me _____ (try) this sum. (Fill in the blank with To-Infinitive)
3. He has a big farm.
He manages affairs of the farm.
(Combine these sentences into a single sentence using an Infinitive)
4. _____ (read) novels was his favourite pastime.
(Fill in the blank with a Gerund)

5. I never enjoyed _____ (go) to the dentist.
(Fill in the blank with a Gerund)

6. The doctor was attending the _____ (wound) soldier.
(Fill in the blank with a Participle)

7. The servant stole some money.
He wanted to hide it somewhere.
(Combine into a single sentences using Participle)

8. A miser hates _____ (waste) his money.
(Fill in the blank with a Gerund.

9. He refused _____ (sit) for a test.
(Fill in the blank with To-Infinitive)

10. _____ (throw out) from the party, he wanted to start a new group now. (Fill in the blank with a Participle)



6 TRANSFORMATION OF SENTENCES

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Explain kinds of Sentences
* Transform Single Sentences to Compound and Complex Sentences
* Transform complex sentences to compound & simple sentences
* Understand the use and Removal of 'Too' in sentences.

Transformation of a sentence means changing the words or form of the sentence without changing its meaning (or sense). Such changes can be in the form of changes from negative sentences into assertive, interrogative or exclamatory sentences and vice versa or change in narration or change in voice or changes from simple to compound or complex sentences etc.

What is a Sentence?

While speaking or writing, we use words. We generally use these words in groups as—

(i) Parth is a nice boy.
(ii) Lions roar.
(iii) He goes to school every day.
(iv) Do not tell a lie.

Each of the above group of words makes complete sense.

Thus, ***a group of words that makes complete sense or meaning is called a Sentence.***

A sentence has a subject and a predicate. (The **Subject** is the part of the sentence that denotes the person or thing about which something is said and the **Predicate** is that part of the sentence that says something about the person or the thing denoted by the 'Subject'.)

Note : A group of words that forms part of a sentence, and has its own subject and its own predicate is known as a Clause. A sentence may have one or many clauses in it.

On this basis, we find different kinds of sentences.

Kinds of Sentences

1. Simple Sentence
2. Compound Sentence
3. Complex Sentence

1. A Simple sentence is that which has one finite verb and has only a single independent clause and no dependent clause.

For Example :

(i) Children are playing.
(ii) Ram gave him a gift.
(iii) Shiva dances.
(iv) The Principal pardoned the naughty boys.
(v) He must run fast to catch the train.

2. A **Compound Sentence** is one that has at least two independent clauses that have related ideas. The independent clauses are joined by a coordinating conjunction (*and, but, for, nor, or, yet, therefore, so, either. or, neither. nor, not only…but also)*

For Example :

(i) We **went** to Delhi and **saw** the Red Fort.
(ii) She **worked** hard yet **could** not succeed.
(iii) We must **run** or we can't **catch** the train.
(iv) Life **is** short, still we **love** it.

Each of the above sentences has two finite verbs in it. Each sentence has two independent clauses which are joined by a coordinating conjunction.

2. A Complex sentence is the one that has one main clause and one or more subordinating clauses. In such sentence, the main clause makes complete sense on its own, whereas the subordinating clause does not convey a complete meaning on its own and depends upon the main clause for making complete sense.

For Example :

(i) He saw a man who was very tall.
(ii) Unless he stops, he can't pass the baton.
(iii) He says that he will reach in time.
(iv) The player who scored the goal has gone out of the ground.

We use the following conjunctions in complex sentences.

who, whom, where, which, when, whose, what, how, that, if/ whether, unless, than, while, till, until, before, why, even if, because, wherever, as though, although _____ yet, as, since, so _____ that, lest _____ should, such _____ that etc.

EXERCISES FOR IDENTIFICATION OF SENTENCES

Exercise 1 (Solved)

Let us look at the following sentences and identify them as simple, compound or complex sentences :

1. This is the town where he was born.
2. Be kind and help the poor.
3. He is a good player.
4. He saw a man who was limping.
5. Stay healthy and cheerful.
6. He knew what he wanted from them.
7. I shall speak to you when I reach home.
8. Inspite of hard work, he could not win.
9. He heard what I said.
10. They shall come home now.

Solutions : 1. Complex Sentence, **2.** Compound Sentence, **3.** Simple Sentence, **4.** Complex Sentence, **5.** Compound Sentence, **6.** Complex Sentence, **7.** Complex Sentence, **8.** Simple Sentence, **9.** Complex Sentence, **10.** Simple Sentence.

Exercise 2 (Unsolved)

1. He must weep or he will die.
2. I know Rajesh is a clever person.
3. The village in which he lives is very small.
4. The train leaves at 5 p.m.
5. There is no student but loves good teachers.
6. Whoever is learned is respected.
7. What you say is quite correct.
8. He is too fat to run.
9. He is so fast that you cannot catch him.
10. He is very rich yet very humble.

Exercise 3 (Unsolved)

1. I can prove that he is a liar**.**
2. God made man and man made machine.
3. He is more a fool than a cheat.
4. He is tall and handsome.
5. He says that he will win.
6. This is the business in which huge profits can be earned.
7. Moga is the place of my birth.
8. As you sow so shall you reap.
9. We must eat to live.
10. I hoped that it was true.

Now let us understand what a clause is and what its types are.

Subordinate Clauses and its types

A clause that depends upon a main clause or any other clause to make complete sense is called a subordinate clause or a dependent clause.

There are mainly three kinds of Subordinate Clauses, namely:

(i) Noun clause
(ii) Adjective clause
(iii) Adverb clause

Let us examine them briefly:

A. Noun Clause

It is a group of words that does the function of a noun. It has a subject and a predicate of its own and it forms part of a larger sentence.

A Noun clause generally begins with subordinating conjunctions and indefinite relative pronouns such as; **what, where, why, when, which, how, that, if, whether,** etc.

For Example :

1. The teacher says *that it is true*.
2. *What you say* is true.
3. Does anybody know *if the banks are open today*?
4. I earn *whatever I can.*

B. Adjective Clause

It is a group of words that contains a subject and a predicate of its own, and does the function of an adjective.

An adjective Clause generally starts with connecting words such as : **who, which, where, that, whom, whose, as** and **why** etc.

For Example :

1. He is the boy *who helped his friend*.
2. That is the house *where Gandhiji was shot at*.
3. Shaheed Mangal Pandey was the person *who laid the foundation of India's First War of Independence*.
4. That is the award *which he deserves the most*.

C. Adverb Clause

It is a group of words that has a subject and a predicate of its own and functions as an adverb in the sentence.

An adverb clause generally indicates time, place, purpose, manner, and condition and it begins with conjunctions like, **since, where, when, after, before, although, as if, till, as long as, whence, wherein, now that, in case, because, unless,** etc.

For Examples :

1. They stood up *when Lady Diana entered the room*.
2. Everybody became silent *as she got up to speak*.
3. He cracked jokes with his friends *before he had a heart attack.*
4. You will succeed *because you have worked hard.*

TRANSFORMATION OF SIMPLE SENTENCES INTO COMPOUND SENTENCES

Simple sentences can be converted/ transformed into compound sentences by joining independent clauses by a coordinating conjunction as shown below

1. Simple : The match being over, the players went home.
   Compound : The match was over and the players went home.
2. Simple : Besides making a promise, I kept it.
   Compound : I not only made a promise, but also kept it.
3. Simple : We must eat to live.
   Compound : We must eat or we can't live.
4. Simple : Notwithstanding her best efforts, she did not win.
   Compound : She made her best efforts, yet did not win.
5. Simple : Seeing a snake, the child ran away.
   Compound : The child saw a snake and he ran away.

Exercise 4 (Solved)

Transform the following simple sentences into compound sentences :

1. He shall succeed with your assistance.
2. Climbing up the table, he cleaned the ceiling fan.
3. You must rest to avoid losing your health.
4. Work hard to pass the examination.
5. Through his sincere efforts, he won the first position.
6. Besides being hard working, he is intelligent.
7. Coming here, he took away my books.
8. Owing to his indiscipline, he was reprimanded.
9. Seeing a tiger coming, he fled.
10. Going to New York, Manav met his friend.

Answers :

1. Assist him, and he shall succeed.
2. He climbed up the table and cleaned the ceiling fan.
3. You must take rest or you will lose your health.
4. Work hard and you will pass the examination.
5. He made sincere efforts and won the first position.
6. He is not only hard working, but also intelligent.
7. He came and he took away my books.
8. He showed indiscipline, therefore he was reprimanded.
9. He saw a tiger and he fled.
10. Manav went to New York and met his friend.

Exercise 5 (Unsolved)

Transform thefollowing simple sentences into compound sentences :

1. Getting out of the car, Mr. Rattan Tata walked away.
2. Being hungry, he needed food.
3. We were surprised to see him at our place.
4. He will compel you to leave the room.
5. Being lazy, he failed.
6. He fell asleep on account of being tired.
7. In spite of being poor, he is very honest.

8. Notwithstanding his failure, he is still hopeful.
9. She was credited for her hard work.
10. Taking a stone, he threw at the dog.

TRANSFORMATION OF SIMPLE SENTENCES INTO COMPLEX SENTENCES

Exercise 6 (Solved)

Transform the following Simple sentences into Complex sentences :

1. He is sure of his success.
2. She doesn't remember the exact date of her birth.
3. He knows the name of the best player in this team
4. She promised to help me.
5. I owe my success to his guidance.
6. India is my land of birth.
7. His victory is certain.
8. His remarks pleased all
9. He died in his youth.
10. He is too fat to run.

Answers :

1. He is sure that he will succeed.
2. She doesn't remember the exact date when she was born.
3. He knows who the best player in this team is.
4. She promised that she would help me.
5. I owe my success to him because he guided me.
6. India is the land where I was born.
7. It is certain that victory will be his.
8. It were his remarks that pleased all
9. When he died, he was very young.
10. He is so fat that he cannot run.

Exercise 7 (Unsolved)

Transform the following Simple sentences into Complex sentences :

1. I wish him success.
2. India's victory is certain.

3. It is the way to learn new ideas.
4. We must help him, a poor man.
5. He is too weak to walk.
6. This book is too good to lose.
7. It is his duty to safeguard his children.
8. Father desired him to succeed.
9. Work hard for success.
10. He acts like a joker.

Exercise 8 (Unsolved)

Transform the following simple sentences into complex sentences :

1. Owing to repeated failures, she made no effort.
2. He is too weak to stand.
3. They went to Chandigarh to buy a car.
4. He would be very pleased to help us in any way.
5. Of all the players, Virat is the best batsman.
6. On reaching the city, she went straight to her college.
7. Being lost in thoughts, I could not see him.
8. He got plucked in the tests because of his careless attitude.
9. On being caught red handed, he had to admit his mistake.
10. In spite of all his riches, he had no peace of mind.

Exercise 9 (Unsolved)

Transform the following simple sentences into complex sentences :

1. He felt utterly helpless.
2. Sheena admitted her guilt.
3. The boss is likely to punish her.
4. He has informed her of her result.
5. That is the way to do it.
6. Having renounced the world, these monks live on charity.
7. He comes of a rich and noble family.
8. There I saw many beautiful palaces.
9. She likes my style.
10. He seems to be a fool.

Exercise 10 (Unsolved)

Transform the following Simple sentences into Complex sentences :

1. Ms. Sushma is said to be a good doctor.
2. The east wind cut like a knife.
3. Don't leave the station without permission.
4. She speaks very fast for me to understand.
5. He is a lazy lad.
6. I like solving such problems.
7. His face expressions tell us a different story.
8. Today is the last day of this test match.
9. On being questioned, he confessed his fault.
10. Tell us the facts.

Exercise 11 (Unsolved)

Transform the following Compound sentences into Complex sentences :

1. He saw the lion and fled.
2. He got the message and replied at once.
3. I saw the thief and caught him.
4. You have to write it or you will forget it.
5. The teacher explained the sum and the students noted it.
6. He finished his breakfast and left the table.
7. He was upset but did not lose heart.
8. Be simple and you will win hearts.
9. She tried her best but could not catch the thief.
10. The Principal addressed the students and gave his message.

Exercise 12 (Unsolved)

Transform the following Compound sentences into Complex sentences :

1. He had lost the book and he has found it.
2. She read the letter and took off.
3. You must run or you will miss the meeting.
4. The nation calls us and we must respond.
5. We must eat or we can't live.
6. He is unwell, he doesn't rest.

7. He must admit his fault or he will be thrown away.
8. Spare the rod and spoil the child.
9. Take care of your health; you will live longer.
10. Show me his picture, I will find him.

Exercise 13 (Unsolved)

Transform the following Compound sentences into Complex sentences :

1. He must be advised or he will falter.
2. I must be informed about your loss or I shall not bother.
3. He cares for me, so I respect him.
4. Write as I say or I will not help you.
5. She wrote to me and I responded immediately.
6. Be truthful and fear not.
7. Keep quiet or you will be punished.
8. We called the peon, but she did not appear.
9. He worked very hard, yet she did not top her class.
10. He was unhappy with his boss, so he left the job.

Exercise 14 (Unsolved)

Transform the following Simple sentences into Complex sentences :

1. She asked me and I gave her all the details of the incident.
2. Either you tell us the truth or you will be sacked.
3. Finish this work in time or I will not give any more orders.
4. He threw off his shirt and jumped into the water to pull out the drowning child.
5. He has a charming smile, therefore, he has made many fans.
6. I found his mobile and he was very thankful to me.
7. He is an old friend, therefore, I respect him.
8. She must weep or she will fall sick.
9. Milkha Singh was hard working and he won many races.
10. They were afraid and they ran away.

Exercise 15 (Unsolved)

Transform the following Compound sentences into Complex sentences :

1. He must resign or he will be thrown out unceremoniously.
2. I rang up at your number, but you never responded.

3. Be diligent and you will succeed.
4. Be nice to others and you will be happy.
5. I not only make promises, but also fulfil them.
6. He took a break and started working again.
7. He should not be late or he may be fined.
8. Listen and she will explain.
9. Waste not, want not.
10. Give the papers to my secretary and I will sign them.

IDENTIFYING COMPOUND AND COMPLEX SENTENCES

Exercise 16 (Solved)

State, which of the following sentences are 'Compound' and which are'Complex'.

1. He must cry or he will die. – Compound sentence
2. He knows Reena who is a clever girl. – Complex sentence
3. The village in which I was born is very small. – Complex sentence
4. I returned home because I was tired. – Complex sentence
5. He will treat them, as they treated him. – Complex sentence
6. God made rivers and man made dams. – Compound sentence
7. A guest is unwelcome when stays too long. – Complex sentence
8. He is not only handsome but also clever. – Compound sentence
9. I liked what he suggested. – Complex sentence
10. She was sick, still she attended school. – Compound sentence.

Exercise 17 (Solved)

State, which of the following sentences are 'Compound' and which are 'Complex'.

1. As I was sick, I could not go out. – Complex sentence
2. The higher we go, the cooler it is. – Complex sentence
3. We wish he should win. – Complex sentence
4. She was ill, therefore, she could not come to school. – Compound sentence
5. I was tired and fell asleep. – Compound sentence
6. He had no advice that he could offer. – Complex sentence

7. She is rich but she is miserly. – Compound sentence
8. I will help him with the resources that he needs. – Complex sentence
9. When he was questioned, he faltered. – Complex sentence
10. She is very intelligent yet simple. – Compound sentence

Exercise 18 (Unsolved)

State, which of the following sentences are 'Compound' and which are 'Complex'.

1. This is the place where Gandhiji stayed.
2. I know what is in this packet.
3. I picked up the chalk and wrote on the board.
4. He can go wherever he likes.
5. Neither you nor he is wrong.
6. Don't talk while I am speaking.
7. It was not as big as I thought.
8. It seems as if it might rain.
9. I will help her when she needs any help.
10. I got up and walked out of the meeting.

In addition to the above, Sentences may take the following forms :

(i) Statement or Assertive sentences
(ii) Question or Interrogative sentences
(iii) Imperatives and Optative sentences
(iv) Exclamatory sentences
(v) Active and Passive
(vi) Direct and Indirect Sentence

Transforming Interrogative into Assertive

For example :

	Interrogative	Assertive
1.	Did he not help you?	He did help you.
2.	Is she a fool?	She is not a fool.
3.	Who does not know Gandhiji?	Everyone knows Gandhiji.
4.	What if she fails?	It doesn't matter if she fails.
5.	Who likes to be bullied?	Nobody likes to be bullied.
6.	When can honesty die?	Honesty can never die.

7.	How can man remain immortal?	Man cannot remain immortal.
8.	Why waste money like this?	Money should not be wasted like this
9.	Who trusts a liar?	Nobody trusts a liar.
10.	Who doesn't love power?	Everybody loves power.

Transforming Assertive into Interrogative

For example :

	Assertive	Interrogative
1.	Everyone knows him.	Who doesn't know him?
2.	A leopard cannot change its spots.	Can the leopard change its spots?
3.	Nobody likes to be poor.	Who likes to be poor?
4.	Everyone loves his motherland.	Who doesn't love his mother land?
5.	It does not matter if we lose the match.	What if we lose the match?
6.	You will never forget your college days?	Will you ever forget your college days.
7.	This is not the right attitude.	Is this the right attitude?
8.	There is no one like a mother.	Is there any one like a mother?
9.	Everyone wants to be a millionaire.	Who doesn't want to be a millionaire?
10.	Nobody wants to lose.	Who wants to lose?

Transforming Exclamatory into Assertive

For example :

	Exclamatory	Assertive
1.	What a lovely scene!	It is a very lovely scene.
2.	O for a glass of water!	I long for a glass of water.
3.	Alas! He is dead.	It is sad that he is dead.
4.	If only I could win the scholarship!	My greatest ambition is to win the scholarship.
5.	How noble he is!	He is very noble.
6.	What a great win!	It was a great win.

7.	O that I were rich!	I wish that I were rich.
8.	Hurrah! We have won the match.	It is a matter of joy that we have won the match.
9.	How pleasant the weather is!	The weather is very pleasant.
10.	What a fall!	It was a great fall.

Transforming Assertive sentences into Negative

For example :

	Assertive	Negative
1.	He is a good person.	He is not a bad person.
2.	Health is wealth.	No health, no wealth.
3.	He is too weak to walk.	He is so weak that he cannot walk.
4.	Look before you leap.	Do not leap before you look.
5.	Do attend my party.	Do not miss my party.
6.	He is an honest person.	He is not a dishonest person.
7.	Man is mortal.	Man is not immortal.
8.	It is foolish to argue with him.	It is not wise to argue with him.
9.	Every rose has a thorn.	There is no rose without a thorn.
10.	Only God can help us.	None but God can help us.

Transforming Imperative sentences into Assertive

For example :

	Imperative	Assertive
1.	Do not make a noise.	You should not make a noise.
2.	Avoid bad company.	You should avoid bad company.
3.	Do not play with fire.	You are advised not to play with fire.
4.	Get out of the room.	You are ordered to get out of the room.
5.	Take exercise daily.	You should take exercise daily.
6.	Attack the enemy.	You are ordered to attack the enemy.

7.	Respect your elders.	You are advised to respect your elders.
8.	May the sun never set.	I hope the sun never sets.
9.	Open the door.	The door should be opened.
10.	Keep quiet.	You are ordered to keep quiet.

EXERCISES FOR PRACTICE

Exercise 18 (Unsolved)

Transform the following sentences into interrogative:

1. It is useless to blame her.
2. Everyone knows him.
3. Our soldiers are exceptionally brave.
4. It is not a foolish idea.
5. The deaf cannot hear.
6. Everyone loves his parents.
7. His arguments are baseless.
8. Cowards die many times before their death.
9. A rolling stone gathers no moss.
10. This is not the way a gentleman should behave.

Exercise 19 (Unsolved)

Transform the following sentences into Assertive :

1. Why cry over spilt milk?
2. Why be dishonest?
3. Who is free from guilt?
4. Who can serve two masters?
5. Is honesty not the best policy?
6. Why waste time in useless arguments?
7. Why go to him?
8. Who would not like to be a millionaire?
9. Who likes to be the last?
10. Can anybody say that he has never told a lie?

Exercise 20 (Unsolved)

Transform the following Exclamatory sentences into Assertive.

1. O for a cup of coffee!
2. Would that I were an engineer!
3. How stupid of him to say that!
4. Alas! He has lost his purse.
5. Hurrah! We have won.
6. Oh! You are going.
7. If I were the Prime Minister of India!
8. What a great start of the day!
9. What a lovely face!
10. How sweet of you!

Exercise 21(Unsolved)

Transform the following sentences into Exclamatory.

1. I wish I had a cup of tea.
2. It was a very nice day.
3. It is very sad that she is undone.
4. It is very odd.
5. He narrates the story very cleverly.
6. Swami Vivekananda was a great speaker.
7. Kishore was, indeed, a great singer.
8. It is very stupid of him to criticize others.
9. Man is a strange piece of work.
10. Death is very dreadful.

(f) Change of Voice (This is covered in detail in the Chapter 'Change of Voice')

(g) Change of Narration (This is covered in detail in the Chapter 'Change of Narration')

INTERCHANGE OF DEGREES OF COMPARISON

Adjectives are expressed in different degrees-(a) Positive (b) Comparative (c) Superlative.

Positive degree is used to describe the quality of a place, person or thing in the plain form. Pattern: There is no comparison.

For Example :

1. No other Indian actor is as great as Amitabh Bachchan.
2. Manav speaks as fast as a parrot.
3. You are as tall as I.
4. Very few Indian actors are as great as Amitabh Bachchan.

Comparative degree is used when we compare the qualities of two places, persons or things.

For Example :

1. Amitabh Bachchan is greater than any other Indian actor.
2. A parrot does not speak faster than Manav.
3. I am not taller than you.
4. Amitabh Bachchan is greater than most other Indian actors.

Superlative degree is used when we convey that something is the best of its kind in comparison to three or more places, persons or things.

For Example :

1. Amitabh Bachchan is the greatest of all Indian actors.
2. Cannot transform into Superlative Degree.
3. Cannot transform into Superlative Degree.
4. Amitabh Bachchan is one of the greatest actors of India.

Note : [The above sentences, 2 and 3 cannot be transformed into Superlative Degree since the comparison is between two i.e. 'Manav and a parrot' and 'You and I'.]

Positive	Comparative	Superlative
No other boy in the class is as tall as Sham.	Sham is taller than any other boy in the class.	Sham is the tallest boy in the class.
India is not as large as some other countries.	India is not larger than some other countries.	India is not the largest country in the world
Very few poets are as great as Keats.	Keats is greater than most other poets.	Keats is one of the greatest poets.
Very few speakers are as respectable as Swami Vivekanand of India.	Swami Vivekanand is more respectable than any other speaker of India.	Swami Vivekanand is one of the most respectable speakers of India.

EXERCISE FOR PRACTICE

Exercise 22 (Unsolved)

Transform the following sentences using comparative degree of comparison:

1. He is not as tall as his brother.
2. He is the most honest employee.
3. No other boy is as good as Parth.
4. Jill is not as beautiful as Maggie.
5. I have never seen such a beautiful girl as Rekha.
6. No other metal is as useful as iron.
7. This book is not as good as that.
8. Himalaya runs as fast as a horse.
9. Mandeep is as strong as Sandeep.
10. Alisha does not sing so well as Lata.

Exercise 23 (Unsolved)

Transform the following sentences using positive degree of comparison.

1. She is not more intelligent than I.
2. Ravi is smarter than Kishan.
3. This poem is better than that.
4. Mercedes car runs faster than Honda Bikes.
5. My brother is richer than I.
6. Mussoorie is cooler than Dehradun.
7. Water is the best drink.
8. Mother India is one the best Indian movies.
9. Ashoka, the Great was one of the best kings of all times.
10. Lead is the heaviest metal.

Exercise 23 (Unsolved)

Transform the following sentences using Superlative degree of comparison.

1. Kalidas is greater than any other poet in India.
2. He is more liberal than many people.

3. My city is cleaner than many other cites of Punjab.
4. Birds do not fly as fast as airplanes.
5. Simran is more intelligent than her friends.
6. No other hill station in India is as busy as Mussoorie .
7. No ofther flower is as good as rose.
8. No other season is as pleasant as spring.
9. Very few filmmakers were as good as Raj Kapoor.
10. He is smarter than any other boy in our neighbourhood.

USING AND REMOVING 'TOO'

When Adverb 'too' is followed by 'to infinitive', it can be removed by replacing it with 'so that'. Even if 'too' is not followed by 'to', according to the sense of the sentences, we can replace it with expressions like, to a fault, over, beyond, more than enough, etc.

For Example :

1. The milk is too hot for me to drink.
   The milk is so hot that I cannot drink it.
2. He is too weak to run.
   He is so weak that he cannot run.
3. This box is too heavy for her to lift.
   This box is so heavy that she cannot lift it.
4. He is too proud to learn.
   He is so proud that he cannot learn.
5. She was too old to walk fast.
   She was so old that she could not walk fast.

Using "Too"

It can be used in place of expressions like 'so that'.

For Example :

1. He is so happy that he cannot tell.
   He is too happy to tell.
2. The wall is so high that I cannot jump over it.
   The wall is too high for me to jump over it.

3. He is so slow that he cannot catch her.
   He is too slow to catch her.
4. I am so busy that I cannot join you in celebrations.
   I am too busy to join you in celebrations.
5. He spoke so fast that he could not be understood.
   He spoke too fast to be understood.

EXERCISES FOR PRACTICE

(Transformation of All Types)

Exercise 1 (Solved)

Do as Directed:

1. The teacher is too weak to control the class. (remove 'too')
2. Bullet trains run faster than mail trains.
   (Change the Degree of Comparison)
3. He hoped to pass the test. (Change into a complex sentence)
4. He was honoured for his honesty. (Change into a compound sentence)
5. He must run fast or he will not catch the train.
   (Change into simple sentence)
6. Mumbai is the largest metro city in India.
   (Use positive degree of Comparison)
7. Who doesn't make mistakes? (Change into assertive sentence)
8. The case is too urgent to be postponed. (Use 'too')
9. One more mistake and he will be fired. (Use 'If')
10. As soon he lay on the bed, the postman rang the doorbell.
    (Change into a negative sentence)

Answers :

1. The teacher is so weak that she cannot control the class.
2. Mail trains do not run as fast as the bullet trains.
3. He hoped that he would pass the test.
4. He was honest, so he was honoured.
5. He must run fast to catch the train
6. No other city in India is as large as Mumbai.

7. Everyone makes mistakes.
8. The case is so urgent that it cannot be postponed.
9. If he makes one more mistake, he will be fired.
10. No sooner did he lie on the bed, than the postman rang the doorbell.

Exercise 2 (Solved)

Do as Directed :

1. He is too composed to lose temper. (remove 'too')
2. She is not so intelligent as her sister is.
(Change the Degree of Comparison)
3. He sold his lame horse. (Change into a complex sentence)
4. He asked for too much money as he was greedy.
(Change into a compound sentence)
5. It was a possibility that was vague. (Change into simple sentence)
6. Ram is the tallest boy. (Use positive degree of Comparison)
7. A sailor and afraid of storm! (Change into assertive sentence)
8. She is so old that she cannot walk. (Use 'too')
9. You cannot win the competition unless you work hard. (Use 'If')
10. Everyone will believe her word. (Change into a negative sentence)

Answers :

1. He is so composed that he cannot lose temper.
2. Her sister is more intelligent than she.
3. He sold his horse that was lame.
4. He was greedy, so he asked for too much money.
5. It was a vague possibility.
6. No other boy is as tall as Ram.
7. A sailor is not afraid of storm.
8. She is too old to walk.
9. If you don't work hard, you can't win the competition.
10. Nobody will disbelieve her word.

Exercise 3 (Solved)

Do as Directed :

1. She is too practical to understand real love. (Remove 'too')
2. As soon as he saw a lion, he began shuddering with fear.
(Rewrite Using ' No sooner…..than')

3. The child is playing with a broken doll.
(Change into a complex sentence)

4. The sun having set, we returned home.
(Change into a compound sentence)

5. He admitted that he was at fault. (Change into simple sentence)

6. Very few kings were as great as Ashoka.
(Change degree of Comparison)

7. How fast Milkha ran! (Change into assertive sentence)

8. She is so weak that she can't sit. (Use 'too')

9. You will feel tired if you don't take proper rest. (Use 'unless')

10. She is a great artist. (Change into a exclamatory sentence)

Answers :

1. She is so practical that she cannot understand real love.
2. No sooner did he see a lion, than he began shuddering with fear.
3. The child is playing with a doll that is broken.
4. The sun had set and we returned home.
5. He admitted his fault.
6. Ashoka was greater than many other kings.
7. Milkha ran very fast.
8. She is too weak to even sit.
9. Unless you take proper rest, you will feel tired.
10. What an artist she is!

Exercise 4 (Unsolved)

Do as Directed :

1. These fruits are too cheap to be good. (Remove 'too')

2. As soon as I stepped out of my office, it started raining heavily.
(Rewrite using ' No sooner…..than')

3. Everyone believes in my sincerity. (Change into a complex sentence)

4. Owing to his sickness, he could not play the match.
(Change into a compound sentence)

5. She told me where she lived. (Change into simple sentence)

6. The peacock is the most beautiful bird.
(Change degree of Comparison)
7. What a great shot! (Change into assertive sentence)
8. That man is too arrogant to be pleased. (Use 'too')
9. You will fall sick if you don't stop eating. (Use 'unless')
10. This painting is a great piece of art.
(Change into a exclamatory sentence)

Exercise 5 (Unsolved)

Do as Directed :

1. This news is too good to be true. (Remove 'too')
2. Hardly had he finished his work when his boss gave him another task.
(Rewrite Using ' No sooner…..than')
3. He is too proud to appreciate anyone else.
(Change into a complex sentence)
4. Being lazy, he failed. (Change into a compound sentence)
5. The iron rod was so hot that he could not touch it.
(Change into simple sentence)
6. He is smarter than any other employee in his office.
(Change the degree of Comparison)
7. Money cannot buy happiness. (Change into an interrogative sentence)
8. The water in the pool was so cold that she could not swim in it.
(Use 'too')
9. He is poor. He is honest. (Use 'though')
10. Is there anything greater than the love for your motherland?
(Change into a negative sentence)

Exercise 6 (Unsolved)

Do as Directed :

1. The tree was too tall for me to climb it. (Remove 'too')
2. As soon as the sun rose, the clouds disappeared.
(Rewrite Using ' No sooner…..than')
3. I saw the danger and moved on. (Change into a complex sentence)
4. With great effort, he passed the examination.
(Change into a compound sentence)

5. If weather permits, they will play the match.
(Change into simple sentence)

6. Kapil was the best of all the all-rounders in the world.
(Change degree of Comparison)

7. He never drinks milk. (Change into an interrogative sentence)

8. He is so slow that he cannot win the race. (Use 'too')

9. We cannot go for the picnic unless it stops raining.
(Rewrite using 'if')

10. Ram was older than Sham. (Change into a negative sentence)

Exercise 7 (Unsolved)

Do as Directed :

1. The iron is too hot for me to touch. (Remove 'too')

2. As soon as the moon rose, the stars disappeared.
(Rewrite Using 'No sooner…..than')

3. He tried hard but he failed. (Change into a complex sentence)

4. He is learned but he is not courteous.
(Change into a compound sentence)

5. He failed though he worked hard. (Change into simple sentence)

6. Hari is as tall as Shyam. (Change degree of Comparison)

7. The police will take steps to control the situation.
(Change into an interrogative sentence)

8. He is so stupid that he cannot handle such a situation. (Use 'too')

9. Can money buy health? (Change into assertive sentence)

10. He played a great shot. (Change into a an exclamatory sentence)

Exercise 8 (Unsolved)

Do as Directed :

1. He is too slow to learn. (Remove 'too')

2. As soon as he saw the tiger, he took to heels.
(Rewrite Using ' No sooner…..than')

3. This is Gandhiji's birth place. (Change into a complex sentence)

4. When the day dawned, we got up.
(Change into a compound sentence)

5. The boy was so weak that he could not stand properly.
(Change into simple sentence)
6. Akshay is the best comedy actor. (Change degree of Comparison)
7. Walk fast. You may miss the train. (Combine these sentences)
8. This news is so good that it cannot be true. (Use 'too')
9. She confessed her fault. (Change into complex sentence)
10. There is a doctor in the stadium.
(Change into an interrogative sentence)

Exercise 9 (Unsolved)

Do as Directed :

1. He was too late to attend the meeting. (Remove 'too')
2. As soon as his examination started, he started writing the answers.
(Rewrite Using ' No sooner…..than')
3. Obey your parents or you will come to grief.
(Change into a complex sentence)
4. He punished his servant because he behaved rudely.
(Change into a compound sentence)
5. This tree is so high that none can climb it.
(Change into simple sentence)
6. Love is greater than any other thing in the world.
(Change the degree of Comparison into superlative degree)
7. If you read, you will learn. (Remove 'if')
8. He is so arrogant that no one can like him. (Use 'too')
9. None but sincere people can achieve success.
(Change into affirmative)
10. Only Rekha has done justice to her role. (Replace 'Only' by 'none')

Exercise 10 (Unsolved)

Do as Directed :

1. She is too strong for her opponents. (Remove 'too')
2. No sooner did I hear of his success than I congratulated him.
(Remove 'No sooner…..than')
3. I have no time to waste. (Change into a complex sentence)

4. The play being over, the audience left the hall.
(Change into a compound sentence)
5. As soon as I arrived, I sent for her. (Change into simple sentence)
6. This city has more parks than playgrounds.
(Change degree of Comparison)
7. Unless you write the correct answer, you will not get full marks.
(Remove 'Unless')
8. Tea is sweeter than it should be. (Use 'too')
9. He is insincere. (Change into negative)
10. Only the polar star remained in sight. (Replace 'Only' by 'all')

Exercise 11 (Unsolved)

Do as Directed :

1. She is too proud to listen. (Remove 'too')
2. No sooner did he start his bike than the petrol finished in the fuel tank.
(Remove 'No sooner…..than')
3. Hard working person succeeds in life.
(Change into a complex sentence)
4. He fell asleep on account of being tired.
(Change into a compound sentence)
5. He is sure that he will succeed. (Change into simple sentence)
6. Our shopkeeper sells at a cheaper rate than any other shopkeepers in the area. (Change degree of Comparison)
7. If you do not water the plants, they will not bloom. (Remove 'if')
8. It is never so late that one cannot tell the truth. (Use 'too')
9. She is trying many dresses. (Change into negative)
10. She came here ten years ago. (Replace 'ago' by 'since')

Exercise 12 (Unsolved)

Do as Directed :

1. This news is too good to be true. (Remove 'too')
2. As soon as the referee blew the whistle, the athletes started running.
(Use ' No sooner…..than')
3. The child was pleased at having got the toy.
(Change into a complex sentence)

4. Both the parties were happy with the solution that they arrived at.
(Change into a compound sentence)
5. Men who work hard rise in life. (Change into simple sentence)
6. He is not cleverer than his brother. (Change degree of Comparison)
7. If you study, you will pass. (Remove 'if')
8. Very few countries are as great as India.
(Change into superlative degree of adjective)
9. Sometimes, Kamal acts foolishly. (Change into negative)
10. Ten years have passed since we met. (Use ago')

Exercise 13 (Unsolved)

Do as Directed :

1. She was too busy to go to cinema. (Remove 'too')
2. No sooner did I learn of his illness than I took him to the doctor.
(Rewrite using ' as soon as')
3. He is poor but he is honest. (Change into a complex sentence)
4. He was not only punished but also fined.
(Change into a compound sentence)
5. It was a trick that was difficult to understand.
(Change into simple sentence)
6. Kolkata is the most populated city of India.
(Change degree of Comparison)
7. Speak the truth and you don't have to be afraid. (Use 'if')
8. Who does not want peace? (Change into assertive)
9. She did not forgive me. (Change into positive)
10. Everyone admires the brave. (Change into interrogative)

Exercise 14 (Unsolved)

Do as Directed :

1. The soldiers are too disciplined to violate rules. (Remove 'too')
2. If a woman is educated, her whole family is benefitted.
(Rewrite using ' Unless')
3. I love India, my motherland. (Change into a complex sentence)

4. He has all the virtues of a great man except straight forwardness.
(Change into a compound sentence)

5. I was very tired after the day's work and I sat down to take some rest.
(Change into simple sentence)

6. A wise foe is better than a foolish friend.
(Change degree of Comparison)

7. We share our room and books. (Use not only…..but also)

8. Does the moon not revolve around the earth? (Change into assertive)

9. You are not without wisdom. (Change into positive)

10. He drives very fast. (Change into interrogative)

Exercise 15 (Unsolved)

Do as Directed :

1. It is too foggy outside to see anything. (Remove 'too')

2. He left for USA two years ago. (Rewrote using 'Since')

3. Please write your address. (Change into a complex sentence)

4. She could not run fast as she was fat.
(Change into a compound sentence)

5. Though he ran fast, he could not catch me.
(Change into simple sentence)

6. Swimming is the best exercise. (Change degree of Comparison)

7. Seeta and Geeta are beautiful. (Use not only…..but also)

8. Does anyone like cheats? (Change into assertive)

9. This sum is not difficult. (Change into positive)

10. That is not the way a lady should behave. (Change into interrogative)

Exercise 16 (Unsolved)

Do as Directed :

1. He is too smart to lose his focus. (Remove 'too')

2. Walk fast. You might miss the bus. (Rewrote using 'lest.. should')

3. He is a hard working person. (Change into a complex sentence)

4. Hurry up or you will be late for school.
(Change into a compound sentence)

5. Since India is my motherland, I love her.
(Change into simple sentence)

6. He is as wise as his brother. (Change degree of Comparison)

7. He is a painter and poet. (Use not only…..but also)

8. How shameful! (Change into assertive)

9. He is very talented. (Use 'too')

10. You cannot please everyone. (Change into interrogative)



7 USE OF THE WORDS AS NOUNS, VERBS AND ADJECTIVES

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Understand the use of words as Nouns, Verbs and Adjectives as part of their written and spoken skills.

Words perform different functions in a sentence. According to the functions they perform, they are divided into eight classes: Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction and Interjection. These eight classes of words are called Parts of Speech.

In this chapter, we shall look at the definitions and examples of Nouns, Verbs and Adjectives.

NOUNS

A Noun refers to the words that are used to name persons, things, animals, places, ideas, qualities or events. In simple words, Nouns are naming words. Manav, boys, class, Moga, cattle, happiness or marriage are examples of nouns.

For Example :

1. **Keats** was a great poet.
   The underlined word is a noun that refers to a *person.*
2. This **pen** is new.
   The underlined word is a noun that refers to a *thing.*
3. **India** is our beloved country.
   The underlined word is a noun that refers to a *place.*
4. **Honesty** is the best policy.
   The underlined word is a noun that refers to a *quality.*
5. **Beauty** can be exceedingly cute.
   The underlined word is a noun that refers to an *idea.*

6. The **lion** is the king of the jungle.
   The underlined word is a noun that refers to an *animal.*
7. I celebrated my **birthday.**
   The underlined word is a noun that refers to an *event.*

VERB

A Verb is a word used to denote an action or state of being or possession. In simple words, we call them action words.

For Example :

1. I **sang** a song. (action)
2. She **wrote** a poem. (action)
3. Virat **has** a hard ball. (possession)
4. Parth is a **good** boy. (state of being)

The underlined words are Verbs.

ADJECTIVES

An Adjective is a word that is used to qualify or describe a noun or a pronoun. An adjective is descriptive by nature. It adds something to the meaning of a noun or a pronoun.

For Example :

1. It is a **red** pen.
2. He is wearing a **black** shirt.
3. Harry is a **tall** boy.

The underlined words are adjectives.

Words used as Noun, Verb and Adjective

1.	**air**	**Noun :** I could feel the *air* on my face. **Verb :** I always *aired* my opinion freely.
2.	**act**	**Noun :** It was an *act* of bravery. **Verb :** He *acted* well on the stage.
3.	**address**	**Noun :** I traced her new *address* in the city. **Verb :** The Prime Minister *addressed* the nation on the Independence Day.

4.	**attempt**	**Noun :** It was her maiden *attempt*. **Verb :** You must *attempt* all the questions.
5.	**attack**	**Noun :** It was a direct *attack* on democracy **Verb :** Porus *attacked* his enemy ferociously.
6.	**answer**	**Noun :** His *answers* satisfied the police. **Verb :** She *answered* the officer politely.
7.	**back**	**Noun :** He was hit at the *back* by the opponent. **Verb :** I always *backed* my friends in trouble. **Adj :** He approached the kitchen from the *back* door.
8.	**bag**	**Noun :** She was carrying a *bag*. **Verb :** Rekha has *bagged* the best actress award.
9.	**blind**	**Noun :** One should help the *blind*. **Verb :** We should not be *blind* to our own faults. **Adj. :** My grandfatger became *blind* at the age of sixty.
10.	**book**	**Noun :** I bought a new *book*. **Verb :** I have *booked* my room in the hotel.
11.	**break**	**Noun :** We shall meet at *break* for lunch. **Verb :** The child *broke* the glass.
12.	**catch**	**Noun :** Sachin never dropped a *catch*. **Verb :** The police has *caught* the real culprit. **Adj. :** Instead of merely using *catch* phrases, strict actions should be taken to eradicate corruption.
13.	**chair**	**Noun :** He was sitting on a *chair*. **Verb :** Her boss *chaired* the meeting.

14.	**calm**	**Noun :** It seemed like the *calm* before the storm. **Verb :** I tried to *calm* her down. **Adj. :** We should remain *calm* in an emergency.
15.	**call**	**Noun :** She made a *call* to her mother. **Verb :** We were *called* for a meeting.
16.	**cry**	**Noun :** I could hear her *cry* in the corner. **Verb :** The child has been *crying* for long.
17.	**clear**	**Noun :** It was a *clear* sky. **Verb :** We must *clear* your doubts.
18.	**dance**	**Noun :** I met her at a dance. **Verb :** She *danced* well.
19.	**demand**	**Noun :** Your *demands* are high. **Verb :** He was *demanding* undue favours.
20.	**dress**	**Noun :** She purchased a new *dress*. **Verb :** She was dressed to kill.
21.	**deal**	**Noun :** We finalised the *deal*. **Verb :** Her father *deals* in sugar.
22.	**desire**	**Noun :** Her only *desire* is to be an actress. **Verb :** He *desired* to be the captain of his team.
23.	**date**	**Noun :** *Dates* are a source of rich fibre. **Verb :** Your application is not *dated*.
24.	**draw**	**Noun :** The match ended in a *draw*. **Verb :** She was *drawing* beautiful sketches,
25.	**drink**	**Noun :** Cold *drinks* can be harmful for young children. **Verb :** I don't *drink* tea.

26.	**eye**	**Noun :** He got hurt in his right *eye*. **Verb :** She has been *eyeing* this position for long.
27.	**excuse**	**Noun :** He always makes silly *excuses*. **Verb :** I quietly *excused* myself from the meeting.
28.	**face**	**Noun :** She has a very photogenic *face*. **Verb :** We *faced* the enemy bravely.
29.	**fear**	**Noun :** There was no time for *fear*. **Verb :** Everyone should *fear* God.
30.	**feed**	**Noun :** The old man needs a good *feed* and a sound sleep. **Verb :** The guests were *fed* with many delicacies.
31.	**figure**	**Noun :** Natasha saw a tall *figure* climbing the mango tree. **Verb :** Some problems take time to be *figured* out.
32.	**fill**	**Noun :** They ate to their *fill*. **Verb :** He *filled* the bottle with hot water.
33.	**field**	**Noun :** The farmers are ploughing their *fields*. **Verb :** Yuvraj Singh *fields* well in the slips.
34.	**finger**	**Noun :** He cut his *finger* while dressing the salad. **Verb :** They *fingered* the notebooks while cleaning the bookshelves.
35.	**fish**	**Noun :** I like *fish.* **Verb :** Don't *fish* in troubled waters.
36.	**fail.**	**Noun :** He attends every meeting without *fail*. **Verb :** Ravi *failed* in English.
37.	**fit**	**Noun :** A *fit* of jealousy caused his downfall. **Verb :** He *fitted* well into the new team.

38.	**fix**	**Noun :** They were in a *fix* regarding their choice of dress for the wedding **Verb :** The meeting has been *fixed* for tomorrow.
39.	**flow**	**Noun :** This pen has a smooth *flow*. **Verb :** Tears were *flowing* down her cheeks.
40.	**frame**	**Noun :** The frame of his spectacles was oval. **Verb :** He had his picture *framed*.
41.	**flower**	**Noun :** I like *flowers* very much. **Verb :** Roses *flower* in the spring.
42.	**fly**	**Noun :** He tried to catch the *flies*. **Verb :** The war planes were *flying* low in the sky.
43.	**form**	**Noun :** He filled all the columns in the *form*. **Verb :** A new raid team has been formed.
44.	**gun**	**Noun :** He purchased a new gun. **Verb :** The robbers were gunned down by the police.
45.	**groan**	**Noun :** Her *groans* were getting louder. **Verb :** He was *groaning* at the top of his voice.
46.	**hand**	**Noun :** He washed his *hands* with soap. **Verb :** We *handed* over the thief to the police.
47.	**head**	**Noun :** He shook his *head* in disbelief. **Verb :** The truck was *heading* towards him.
48.	**hold**	**Noun :** He got *hold* of him. **Verb :** I *held* my ground firmly.
49.	**hope**	**Noun :** All his *hopes* were dashed to the ground. **Verb :** Saina *hoped* to win the gold at the Olympics.
50.	**house**	**Noun :** They live in a big *house*. **Verb :** This hotel *houses* many suites.

51.	**hunt**	**Noun :** They were out on a *hunt* in the forest. **Verb :** They were *hunting* wild boars.
52.	**humble**	**Noun :** We must respect the *humble*. **Verb :** He *humbled* the proud person in the party. **Adj :** He lived a very *humble* and noble life.
53.	**interest**	**Noun :** He pays heavy *interest* on his loans. **Verb :** I am *interested* in new discoveries.
54.	**insult**	**Noun :** He advised me how to handle *insults*. **Verb :** We should never *insult* the poor.
55.	**know**	**Noun :** Somebody in the *know* told me about his failure. **Verb :** He *knew* all the answers.
56.	**line**	**Noun :** He drew a straight *line* on the white sheet. **Verb :** Many shops were *lined* along the river bank.
57.	**light**	**Noun :** Please switch on the *light*. **Verb :** He *lighted* the lamp. **Adj :** This cloth is as *light* as a feather.
58.	**lack**	**Noun :** He could not pay his fees due to *lack* of funds. **Verb :** He *lacked* enough courage to speak the truth.
59.	**look**	**Noun :** The *look* in her eyes gave away the secret. **Verb :** I *looked* at him with surprise.
60.	**land**	**Noun :** He was tilling the *land*. **Verb :** The plane *landed* safely.
61.	**leave**	**Noun :** She is on *leave* for a few days. **Verb :** He is *leaving* the station tomorrow.
62.	**love**	**Noun :** They were in *love*. **Verb :** I will always *love* my country.

63.	**man**	**Noun :** *Man* is a social animal. **Verb :** The soldiers are *manning* this post round the clock.
64.	**make**	**Noun :** I liked the *make* of his jacket. **Verb :** The old man was *making* kites.
65.	**master**	**Noun :** He thinks he is the *master* of all tricks. **Verb :** She has *mastered* her subject thoroughly.
66.	**milk**	**Noun :** I drink *milk* everyday. **Verb :** The milkman is *milking* the cow. **Adj :** He loves *milk* products.
67.	**mind**	**Noun :** He had a *mind* to thrash his opponent hollow. **Verb :** One should *mind* one's own business.
68.	**mouth**	**Noun :** The dentist asked him to open his *mouth*. **Verb :** He *mouthed* some new words today.
69.	**measure**	**Noun :** All the safety *measures* were taken by the police. **Verb :** The tailor master *measured* the cloth carefully.
70.	**need**	**Noun :** Shelter and food are the basic *needs* of human beings. **Verb :** He *needs* some help in Mathematics.
71.	**notice**	**Noun :** The Principal issued a show cause *notice* to the errant clerk. **Verb :** I *noticed* some changes in his attitude.
72.	**number**	**Noun :** What is your mobile *number*? **Verb :** His days in this office are *numbered*.
73.	**novel**	**Noun :** I have read many *novels* by George Eliot. **Adj :** He gave a *novel* idea.

74.	**oil**	**Noun :** I applied *oil* to my hair. **Verb :** He *oiled* the machine regularly.
75.	**offer**	**Noun :** He received many job *offers*. **Verb :** The minister *offered* to resign after the train accident.
76.	**open**	**Noun :** The children were playing in the *open*. **Verb :** He *opened* the window. **Adj :** The flowers are all *open* now.
77.	**order**	**Noun :** The magistrate issued his release *orders*. **Verb :** I *ordered* him to post the letter.
78.	**paper**	**Noun :** The boy tore the *paper*. **Verb :** He *papered* the wall with posters.
79.	**plant**	**Noun :** He bought a new *plant*. **Verb :** The gardener was *planting* the trees in the garden.
80.	**pause**	**Noun :** He delivered his speech with many *pauses*. **Verb :** I *paused* for a moment.
81.	**promise**	**Noun :** We must keep our *promise*. **Verb :** I *promised* him all kinds of help.
82.	**present**	**Noun :** He gave me a beautiful birthday *present*. **Verb :** He *presented* his case forcefully.
83.	**pay**	**Noun :** She received her *pay* in her account. **Verb :** He *paid* the bills in time.
84.	**quarrel**	**Noun :** A *quarrel* among real friends doesn't last long. **Verb :** The neighbours were *quarreling* over a trifle.

85.	**race**	**Noun :** We finished the *race* as co-winners. **Verb :** He was *racing* towards the post very fast.
86.	**rain**	**Noun :** The kids loved dancing in the *rain*. **Verb :** It has been *raining* since morning.
87.	**reach**	**Noun :** It is beyond his *reach*. **Verb :** The fire tender *reached* the spot in time to douse the fire.
88.	**rest**	**Noun :** He asked for some *rest* after a long day's work. **Verb :** The old man *rested* for a while.
89.	**refuse**	**Noun :** We should not litter the roads with refuse. **Verb :** She *refused* to dance with him.
90.	**remark**	**Noun :** I don't appreciate his negative remarks. **Verb :** The judged *remarked* against his proposal.
91.	**rise**	**Noun :** There has been a sharp *rise* in the prices of essential commodities. **Verb :** The sun *rises* in the east.
92.	**request**	**Noun :** She forwarded her *request* for leave. **Verb :** Seema *requested* her brother for help.
93.	**ring**	**Noun :** I gave my mother a diamond *ring*. **Verb :** Who will *ring* the bell?
94.	**right**	**Noun :** Everyone knows his rights. **Verb :** The judge should *right* the wrong now. **Adj :** This is your *right* hand.
95.	**run**	**Noun :** He completed the *run* successfully to win the match. **Verb :** Athletes *ran* to their best potential.

96. stand	**Noun :** Anna Hazare took a clear *stand* against the corrupt system. **Verb :** I would *stand* by my friends through thick and thin.
97. school	**Noun :** I always reach *school* in time. **Verb :** I *schooled* my pet dog very lovingly.
98. ship	**Noun :** Titanic was a big *ship*. **Verb :** His consignments have been *shipped* today.
99. storm	**Noun :** A *storm* shook the sea shores. **Verb :** The police *stormed* into the gangster's den.
100. sleep	**Noun :** He lost his *sleep* over the business deals. **Verb :** He *slept* soundly.
101. smell	**Noun :** I like the *smell* of her perfume. **Verb :** This flower *smells* sweet.
102. spy	**Noun :** James Bond has been a fictional *spy*. **Verb :** They were *spying* on the military personnel.
103. stop	**Noun :** Suddenly, the machine came to a *stop*. **Verb :** They *stopped* the work for a while.
104. temper	**Noun :** We should not lose our *temper*. **Verb :** You have to learn to *temper* your enthusiasm.
105. time	**Noun :** What is the *time* by your watch? **Verb :** Their meeting was *timed* to perfection.
106. turn	**Noun :** We voted in *turns*. **Verb :** The boss *turned* down his request for leave.
107. touch	**Noun :** I can never forget her soft *touch*. **Verb :** Her words *touched* my heart.

108. vote	**Noun :** Everyone must cast his *vote* honestly. **Verb :** They *voted* for their leader.
109. water	**Noun :** We must use *water* judiciously. **Verb :** She was *watering* the plants.

EXERCISE FOR PRACTICE

Use the following words both as Nouns and as Verbs and as Adjectives (if applicable):

aim, pen, attempt, break, calm, deal, touch, promise, rain, pause, water, vote, man, dance, fix, gun, head, eye, light, rest, smell, ring, fly, oil, rest.



8 CHANGE OF VOICE

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Explain and use the sentences in active and passive form.
* Transform sentences from active to passive and vice versa.

CHANGE OF VOICE

The voice of a verb tells whether the subject of the sentence performs or receives the action.

When a verb represents a person or a thing as doing something, it is said to be in *Active Voice.* In most English sentences with an action verb, the subject performs the action denoted by the verb. So, when we express an idea giving importance to the doer, the sentence is written in the active form.

Structure of active voice : Subject + verb + object.

For Example : I do the work.

It means that the 'doer of the action' is active.

For Example : Harry won the prize.

Sonam sang a song.

These examples show that the subject is doing the action. The subject does or "acts upon" the verb in such sentences so, the sentences are said to be in the active voice.

On the other hand, when a verb represents a person or thing being acted upon, it is said to be in Passive Voice.When we express an idea giving importance to the action rather than to the doer, the sentence is written in the passive form.

Structure of Passive Voice : Object + be verb + verb as past participle + by + subject.

For Example : The work is done by me.

It means that the 'doer of the action' is not active but passive.

For Example : The prize was won by Harry.

A song was sung by Sonam.

Generally, the passive is preferred when the doer of an action is unknown.

For Example : The bridge is being repaired.
The prizes have been announced.
The thief was caught.

Points to remember : There are many sentences in Active Voice that cannot be changed into passive or vice versa.

Rules for Change of Voice

Important rules for change of Voice from Active Voice to the Passive Voice are as follows :

Active Voice	Passive Voice
In active voice, the verb is controlled by the subject.	In passive voice, the verb is controlled by the object
The object in the active voice becomes the subject in the passive voice.	Only the past-participle of the main verb is used in the passive voice (along with the helping verb).

In Active Voice, the verb agrees with the subject. It means the subject is active.

In Passive Voice, the verb agrees with the object. It means the subject is passive.

Some Common Rules for Active and Passive Voice

Pronouns get changed when they change their positions in the following way:

I ↔ Me	;	We ↔ Us
You ↔ You	;	He ↔ Him
She ↔ Her	;	It ↔ It
They ↔ Them		

Only third form of Verb is used in Passive Constructions.

For Example : I. They understand me very well. (Active Voice)
II. He understands me very well. (Active Voice)

In the example-I, the subject is in plural form (they). So, the verb (understand) is used in accordance with that.

But in the example-II, the subject is in singular form (he). So, the verb (understands) is used in accordance with that.

Let us see the Passive voices of these sentences

For Example : (i) I am understood very well by them.

(ii) I am understood very well by him.

In both these sentences, the verbs are modified only by the singular Pronoun "I", not by the subjects of the sentences.

The gardener waters the plants. (Active Voice)

The plants are watered by the gardener. (Passive Voice)

Active and Passive Voice Related to Tense

1. Present Indefinite Tense

Active voice : Subject+ First form of the Verb+ s/es + Object

Subject+Do/Does+ not+ 1st form + Object

Do/ Does+ Subject+not + 1st form + Object?

Passive Form : Object + is/am/are/ + 3rd form of the verb+ by + Subject

For Example :

Active Voice	Passive Voice
Arjun sees a deer.	A deer is seen by Arjun.
Parth plays violin.	Violin is played by Parth.
I do not like kites.	Kites are not liked by me.
He does not eat apples.	Apples are not eaten by him
Do you take tea?	Is tea taken by you?

2. Present Continuous Tense

Active Voice : Subject + is/am/are + V1+ ing + Object

Subject + is/am/are + not +V1 + ing + Object

Is/am/are + Subject + 1stform + ing + Object

Is/am/are + Subject + not + 1st form + ing + Object?

Passive Voice : Object + is/am/are + being + V3 + by + Subject

Object + is/am/are + not + being + V3 + by + Subject

Is/am/are + Object + being + V3 + by + Subject

Is/am/are + Object + not + being + V3 + by + Subject?

For Example :

Active Voice	Passive Voice
Arjun is seeing a deer.	A deer is being seen by Arjun.
Parth is playing violin.	Violin is being played by Parth.
I am not liking kites.	Kites are not being liked by me.
He is not eating apples.	Apples are not being eaten by him.
Are you taking tea?	Is tea being taken by you?

3. Present Perfect Tense

Active Voice : Subject + has/have + V3 + Object
Subject + has/have +not+ V3 + Object
Has/have +Sub+ V3 + Object?
Has/have +Sub+ not+ V3 + Object?

Passive Voice : Object + has/have + been + V3+ by + Subject
Object + has/have + not+been + V3+ by + Subject
Has/have + Object + been + V3 + by + Subject?
Has/have + Object + not + been + V3+ by + Subject?

For Example :

Active Voice	Passive Voice
Arjun has seen a deer.	A deer has been seen by Arjun.
Parth has played violin.	Violin has been played by Parth.
I have not liked kites.	Kites have not been liked by me.
He has not eaten apples.	Apples have not been eaten by him.
Have you taken tea?	Has tea been taken by you?

4. Past Indefinite Tense

Active Voice : Subject + V2 + Object
Subject+did+not+ V1+ Object
Did+subject+ V1+object?
Did+subject+not+ V1+object?

Passive Voice : Object + was/were + V3+ by + Subject
Object+was/were+ not+V3+by +Subject

Was/were + Object+V3+by + Subject?
Was/were + Object+not+ V3+by + Subject?

For Example :

Active Voice	Passive Voice
Arjun saw a deer.	A deer was seen by Arjun.
Parth played violin.	Violin was played by Parth.
I did not like kites.	Kites were not liked by me.
He did not eat apples.	Apples were not eaten by him.
Did you take tea?	Was tea taken by you?

5. Past Continuous Tense

Active Voice : Subject + was/were + V1+ ing + Object
Subject + was/were +not+ V1+ ing + Object
Was/were +Subject+ 1st form +ing+ Object?
Was/were+Subject+ not+1st form +ing+ Object?

Passive Voice : Object + was/were + being + V3+ by + Subject
Object + was/were + not+ being + V3+ by + Subject
Was /were + Object + being + V3+ by + Subject?
Was/were + Object +not+ being + V3+ by + Subject?

For Example :

Active Voice	Passive Voice
Arjun was seeing a deer.	A deer was being seen by Arjun.
Parth was playing violin.	Violin was being played by Parth.
I was not liking kites.	Kites were not being liked by me.
He was not eating apples	Apples were not being eaten by him
Were you taking tea?	Was tea being taken by you?

6. Past Perfect Tense

Active Voice : Subject + had + V3 + Object
Subject + had +not+ V3 + Object
Had +Subject+ V3 + Object ?
Had +Subject+ not+V3 + Object ?

Passive Voice : Object + had + been + V3+ by + Subject
Object + had + not+ been + V3+ by + Subject
Had + Object + been + V3+ by + Subject?
Had + Object + not + been + V3+ by + Subject?

For Example :

Active Voice	Passive Voice
Arjun had seen a deer.	A deer had been seen by Arjun.
Parth had played violin.	Violin had been played by Parth.
I had not liked kites.	Kites had not been liked by me.
He had not eaten apples.	Apples had not been eaten by him.
Had you taken tea?	Had tea been taken by you?

7. Future Indefinite

Active Voice : Subject + will/shall + V1 + Object.
Subject+will/shall +not+ V1+ Object.
Will/shall+subject+ V1+object?
Will/shall+subject+not+ V1+object?

Passive Voice : Object + will/shall+be + V3+ by + Subject.
Object+ will/shall+ not+be+V3+by +Subject.
Will /shall+ Object+be +V3+by + Subject?
Will /shall+ Object+not+be +V3+by + Subject?

For Example :

Active Voice	Passive Voice
Arjun will see a deer.	A deer will be seen by Arjun.
Parth will play violin.	Violin will be played by Parth.
I shall not like kites.	Kites will not be liked by me.
He will not eat apples.	Apples will not be eaten by him.
Will you take tea?	Will tea be taken by you?

8. Future Perfect Tense

Active Voice : Subject + will/shall+ have + V3 + Object.
Subject + will/shall+not+ have + V3 + Object.
Will/shall+Sub+have + V3 + Object?
Will/shall+Sub+have +not+ V3 + Object?

Passive Voice : Object +will/shall+have + been + V3+ by + Subject.
Object + will/shall+not+have + been + V3+ by + Subject
Will/shall+ Object+have + been + V3+ by + Subject?
Will/shall+ Object+not+have + been + V3+ by + Subject?

For Example :

Active Voice	Passive Voice
Arjun will have seen a deer.	A deer will have been seen by Arjun.
Parth will have played violin.	Violin will have been played by Parth.
I shall not have liked kites.	Kites shall not have been liked by me.
He will not have eaten apples.	Apples will not have been eaten by him
Will you have taken tea?	Will tea have been taken by you?

Important Note : One must keep an eye whether the object in the Active Voice is singular or Plural. Verb will have to be changed accordingly.

For example : **1.** Rimpy is writing a poem.
2. Rimpy is writing poems.

Here, the first sentence has a singular object (a poem) while the second sentence has a plural object (poems). Therefore, the verbs will have to be adjusted accordingly at the time of changing them into Passive Voice.

1. A poem is being written by Rimpy.
2. Poems are being written by Rimpy.

CHANGE OF VOICE EXERCISES

I. Present, Past and Future Indefinite Tenses

Exercise 1 (Solved)

Active Voice	Passive Voice
He sings a song	A song is sung by him.
Do you like music?	Is music liked by you?
I do not play chess.	Chess is not played by me.

Active Voice	Passive Voice
He told a lie.	A lie was told by him.
Did he help you?	Were you helped by him?
She did not like them.	They were not liked by her.
You will win the prize.	The prize will be won by you.
Will you take tea?	Will tea be taken by you?
He will not harm you.	You will not be harmed by him.

Exercise 2 (Unsolved)

Change the voice :

1. He reviews his work.
2. They revise their lessons.
3. She doesn't tell stories.
4. Do you favour him?
5. I bought a new car.
6. He always helped the poor.
7. The boys didn't make a lot of noise.
8. Did he visit you?
9. I shall write a letter.
10. They will read the Ramayana.

II. Present and Past Continuous Tense

Exercise 3 (Solved)

Active Voice	Passive Voice
I am buying a book.	A book is being bought by me.
We are selling mangoes.	Mangoes are being sold by us.
The teacher was advising the boy.	The boy was being advised by the teacher.
The hunter was killing the birds.	The birds were being killed by the hunter.
Did he help you?	Were you helped by him?
Is he telling a story?	Is a story being told by him?

Active Voice	Passive Voice
Were you watching the match?	Was the match being watched by you?
What was he doing?	What was being done by him?
Who is reading the novel?	By whom is the novel being read?

Exercise 4 (Unsolved)

Change the Voice :

1. He is singing a song.
2. They were flying kites.
3. You were eating fruit.
4. Are they doing their work?
5. Were they making a noise?
6. Who is drawing pictures?
7. What are you saying?
8. Are you not doing mischief?
9. Whom are you waiting for?
10. I am favouring you.

III. Present, Past and Future Perfect Tense

Exercise 5 (Solved)

Active Voice	Passive Voice
I have taken up a new job.	A new job has been taken up by me.
We had won the contest.	The contest had been won by us.
The teacher has finished the lesson.	The lesson has been finished by the teacher.
The hunter has shot the animal.	The animal has been shot by the hunter.
Have you helped us?	Have we been helped by you?
Will he have told the truth?	Will the truth have been told by him?
Will you have done your work?	Will your work have been done by you?

Active Voice	Passive Voice
What has he asked you?	What have you been asked by him?
Who had painted this picture?	By whom had this picture been painted?

Exercise 6 (Unsolved)

Change the voice :

1. I have built a new house.
2. They have set up a cloth shop.
3. You had not bought a new car.
4. The police will have caught the thief.
5. What wrong has he done?
6. Has he sung a song?
7. Have you won the prize?
8. Why have you selected her?
9. Who will have spoken the truth?
10. He will have delivered the parcel.

IV. Transitive Verbs having two objects

Some transitive verbs govern two objects. While changing a sentence, that has two objects, from Active to Passive Voice, any one of the objects may be used as subject.

Exercise 7 (Solved)

Active Voice	Passive Voice
I gave her a rose.	A rose was given to her by me. She was given a rose by me.
We taught them French.	They were taught French by us. French was taught to them by us.
The judge awarded him punishment.	Punishment was awarded to him by the judge. He was awarded punishment by the judge.
She sent me a gift.	A gift was sent to me by her.

Active Voice	Passive Voice
The teacher narrated us a story.	A story was narrated to us by the teacher. We were narrated a story by the teacher.

Exercise 8 (Unsolved)

Change the voice

1. He is telling them an interesting story.
2. Who has taught him Punjabi?
3. They sent us a message.
4. I promised her an award.
5. She gave them an extra chance.

V. Prepositional Verbs

While changing *Prepositional Verbs* from Active to Passive Voice, the preposition attached with the verbs should not be dropped because it is a part of the verb.

Exercise 9 (Solved)

Active Voice	Passive Voice
The hunter aimed at the bird.	The bird was aimed at by the hunter.
Parents look after their children.	Children are looked after by parents.
The police charged him with murder.	He was charged with murder by the police.
Who is waiting for me?	By whom am I being waited for?
He objected to my proposal.	My proposal was objected to by him.

Exercise 10 (Unsolved)

Change the Voice :

1. Mothers bring up their wards.
2. Children were laughing at the joker

3. Students should listen to their teachers.
4. The conjuror played upon their weaknesses.
5. They looked for the enemy.

VI. Imperative Sentences

Sentences that express a request, advice or order, should be changed into Passive Voice by using the word 'Let' and 'be' or 'should be' or 'you are requested to' ; 'you are ordered to' ; 'you are advised to'.

Exercise 11 (Solved)

Active Voice	Passive Voice
Follow the traffic rules.	Let the traffic rules be followed. *Or* The traffic rules should be followed.
Learn your lessons.	Let your lessons be learnt. *Or* Your lessons should be learnt.
Mind your business.	Let your business be minded.
Go out at once.	You are ordered to go out at once.
Help me, please.	You are requested to help me.

Exercise 12 (Unsolved)

Change the Voice :

1. Stand up at once.
2. Love your friends.
3. Always speak the truth.
4. Get up early in the morning.
5. Sit down.
6. Post this letter.
7. Kindly do it.
8. Never harm anybody.
9. Do not make a noise.
10. Call the doctor.

Exercise 13 (Unsolved)

Change the Voice :

1. Help your friends in need.
2. Enjoy the moment.
3. Don't play with fire.
4. Never cheat anyone.
5. Get some water please.
6. Hit the ball hard.
7. Be courteous to others.
8. Play the match fairly.
9. Always make new friends.
10. Take a break now.

VII. Sentences in which preposition 'By' is not used.

There are some sentences in which preposition'By' is not used.

Exercise 14 (Solved)

Active Voice	Passive Voice
He knows me.	I am known to him.
His words alarmed me.	I was alarmed at his words.
This pot contains coffee.	Coffee is contained in this pot.
You displeased her.	She was displeased with you.
Many people thronged the stadium.	The stadium was thronged with many people.

Exercise 15 (Unsolved)

Change the voice :

1. This news surprises me.
2. He does not know the answer.
3. The audience thronged the hall.
4. The students lined the field.
5. This jug contains milk.
6. His bag contains many books.
7. The warning bells alarmed the thieves.

8. His manners impressed his fiancée.
9. The sight of a lion frightened the child.
10. Her rude behavior surprised her parents.

VIII. Sentences having Infinitives

In case of sentences that have infinitive verbs (to+ first form of the verb) the passive sentences are changed using to+ be+ V3.

Exercise 16 (Solved)

Active Voice	Passive Voice
He has to win it.	It has to be won by him.
She had to tell the truth.	The truth had to be told by her.
You have to finish the work in time.	The work has to be finished in time by you.
You had to do it.	It had to be done by you.
They have to give him credit.	He had to be given credit by them.

Exercise 17 (Unsolved)

Change of Voice :

1. I am sure to win the prize.
2. The judges had to praise him.
3. You will have to help him.
4. He had to recommend my work.
5. Will I have to drink the entire milk?
6. Doctors have to attend him regularly.
7. He likes to admire his comrades.
8. Children have to show him their book.
9. She had to sing a song at the party.
10. Women like men to flatter them.

IX. Sentences having the subject missing

Sometimes, when some sentences are to be converted from passive into active form, they have to be supplied a subject according to the context of the sentence.

Sometimes, a transitive verb is not changed to passive form but gives the passive sense.

Exercise 18 (Solved)

Active Voice	Passive Voice
Ravi has been advised to study.	(His teacher) has advised Ravi to study.
He is wanted at home.	(His parents) want him at home.
The criminal was caught.	(The police) caught the criminal.
Work must be finished.	(Workers) must finish the work.
The terrorist has been neutralized.	(The Army) has neutralized the terrorist.

Exercise 19 (Unsolved)

Change of Voice :

1. It must be done.
2. The baby has been named Radha.
3. The agreements have been signed.
4. Gandhiji was refused entry into the cabin.
5. Her parents were informed.
6. The thieves were arrested.
7. Some boys were denied entry into the stadium.
8. The deals were finalized peacefully.
9. Some protestors were released on bail.
10. The winners have been awarded.

X. MODAL VERBS

Modal verbs like can, could, may, might, will, would, shall, should, must, dare, ought to, are changed in passive voice by adding 'be' + V3.

Exercise 20 (Solved)

Active Voice	Passive Voice
He can solve your issue.	Your issue can be solved by him.
They may not help the poor man.	The poor man may not be helped by them.
The courts shall grant him bail today.	He may be granted bail today by the courts.

Active Voice	Passive Voice
Everyone ought to respect the law.	The law ought to be respected by everyone.
The government must punish the corrupt.	The corrupt must be punished by the government.

Exercise 21 (Unsolved)

Change of Voice :

1. You could lend him some money.
2. He should be helped.
3. Your efforts must bear fruit.
4. We shall keep our area clean.
5. Youth must spread the Swacch Bharat concept.
6. We shall create awareness about drugs.
7. Every citizen ought to follow the Constitution.
8. Children should obey their parents.
9. We must love our motherland.
10. Teachers must be respected.

XI. INTERROGATIVE SENTENCES

We may come across many sentences where questions are asked in different manner. For 'Change of Voice' in case of Interrogative sentences, we can divide them into two categories.

(a) Yes/ No Type, (b) Wh-Type

Yes/No type questions begin with Auxiliary Verbs such as am, is, are, was, were, do, did, has, have, had, will, shall, can, could, would, should, may, might, must etc.

Exercise 22 (Solved)

Active Voice	Passive Voice
Do you like mangoes?	Are mangoes liked by you?
Does he take a picture?	Is a picture taken by him?
Have you done your homework?	Has your homework been done by you?
Did he sing a song?	Was a song sung by him?
Can you lend me your book?	Can I be lent your book (by you)?

In case of 'Wh' type questions, the answers are provided with some facts or opinions. We place the wh-word at the beginning of the question in the passive sentences also.

Exercise 23 (Solved)

Active Voice	Passive Voice
Why do you like her?	Why is she liked by you?
How did you solve the problem?	How was the problem solved by you?
Who is making a noise?	By whom is a noise being made?
Where did she find her ring?	Where was her ring found by her?
When will you meet her?	When will she be met by you?

Exercise 24 (Unsolved)

Change the voice :

1. Have you received the parcel in time?
2. Do you speak English at home?
3. Can you spot the mistakes in her homework sheet?
4. Will they own up their faults?
5. Who will bell the cat?
6. Why will you always rescue him?
7. Where do you get such beautiful flowers?
8. Will the boys defeat the girls in debate contest?
9. Why should you do it?
10. What can your parents do for you?

MISCELLANEOUS SENTENCES

Exercise 25 (Solved)

Active Voice	Passive Voice
May I go home now?	Am I allowed to go home now?
Love your countrymen.	Your countrymen should be loved by you.
This juice tastes sweet.	This juice is sweet when tasted.

Active Voice	Passive Voice
Quinine tastes bitter. Keep your promise.	Quinine is bitter when tasted. Your promise must be kept.

Exercise 26 (Unsolved)

Change of Voice :

1. Hear your inner voice.
2. Sea water tastes salty.
3. Hate none.
4. His new novel is under print.
5. Always speak the truth.
6. People elected him their Prime Minister.
7. Who brought you here?
8. Let an application be written by you.
9. Go out now.
10. You ought to win it.

EXERCISES FOR PRACTICE

Exercise 27 (Unsolved)

Change of Voice :

1. We saw it as a challenge.
2. He kept her in the dark.
3. Nurse the sick.
4. Why did he kick you?
5. I don't make excuses.
6. He never lost his focus.
7. Why are you laughing at him?
8. I admire our Prime Minister.
9. People dare him to tell a lie.
10. Duty must be done.

Exercise 28 (Unsolved)

Change of Voice :

1. She knows her teacher well.
2. I love my India.

3. Why should you bear your insult?
4. What is wanted by you?
5. Save your soul.
6. Will you have done her work?
7. He doesn't complete the work.
8. We have won the competition.
9. How did you get the prize?
10. You may write a letter.

Exercise 29 (Unsolved)

Change of Voice :

1. I agreed to her proposal.
2. He was elected the speaker of the House.
3. Who did not write the poem?
4. We were surprised at his remark.
5. Crowds lined the roads.
6. He displeases me.
7. Be alert.
8. Don't litter in the streets.
9. What is done by him?
10. Nobody listened to his entreaties.

Exercise 30 (Unsolved)

Change of Voice :

1. Open the window please.
2. I asked him to leave my office.
3. Let them perform freely.
4. You are asked to clear the dues.
5. The manager has been suspended.
6. It has to be finished today.
7. Duty must be done.
8. I taught them English.
9. Every parent knows his child.
10. I have met Amitabh Bachchan once.

Exercise 31 (Unsolved)

Change of Voice :

1. The king was wearing a big turban.
2. Post this card immediately.
3. This glass contains milk.
4. Coffee tastes sweet.
5. He gave away the prizes.
6. When will you return my money?
7. What are you doing in the ground?
8. She sought my forgiveness.
9. Sneha has won many awards this year.
10. I adore him.

Exercise 32 (Unsolved)

Change of Voice :

1. Please share your experiences with us.
2. What is she asking for?
3. I helped him in his learning days.
4. None should shirk work.
5. Why are they shouting at you?
6. Do it at once.
7. They admit their mistakes.
8. Do what pleases you.
9. Live your dreams.
10. Sudha was offered the job by Telco.

Exercise 33 (Unsolved)

Change of Voice :

1. Discipline your life.
2. Grandmother recited the hymns daily.
3. Let them oppose me.
4. May I borrow your car?
5. The teacher taught us new concepts.
6. We must acknowledge the salute.

7. We could not accept your proposal.
8. Who is creating chaos in the streets?
9. Indians have proved their mettle in the IT sector.
10. Indian troops pushed the invaders out of our soil.

Exercise 34 (Unsolved)

Change of Voice :

1. Captain Vikram Batra made the supreme sacrifice for the motherland.
2. Flying Officer Nirmaljit Singh hit two enemy planes.
3. We need to remember this.
4. Malcolm was attacked by the grizzly bear.
5. Bhagat Singh is remembered for his selfless sacrifice.
6. Crafty men condemn study.
7. I gave them many story books.
8. We must do more for our society.
9. Our media must create more for public awareness on GST.
10. Demonetisation has harmed the interests of the corrupt.



9 CHANGE OF NARRATION

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Know what is Direct and Indirect Speech.
* Transform the sentences from Direct to Indirect Speech.
* Transform the sentences from Indirect to Direct Speech.

Look at the following picture and read the sentences given below :



1. The teacher said to the students, **"Welcome back to school."**
2. The teacher **welcomed the students** back to school.

The act of reporting a person's speech is called **Narration.** There are two ways of narrating a person's speech :

Direct Speech : In **Direct Speech**, the actual words spoken by a person are quoted within inverted commas ("....."). In the first sentence below the picture, the actual words spoken by the teacher are quoted without any change.

Indirect Speech : In **Indirect Speech**, the gist/meaning/matter of the speaker's words is conveyed without quoting the actual words. In the second sentence below the picture, the meaning of the teacher's words is conveyed without quoting her actual words.

Components of Direct Speech : There are two parts of Direct Speech

(i) Reporting Verb : The part of the sentence outside the inverted commas is called Reporting Speech. It is generally termed as Reporting Verb. It has three parts : Subject, Reporting Verb and Object. In certain cases, the object may be missing.

(ii) Reported Speech : The part of the sentence enclosed within the inverted commas is called the Reported Speech. A Reported Speech also has a Subject and a Verb with other extensions (other parts of speech).

Read the sentence given below and study its structure:

Direct : **She said to me**, "I am going to Delhi."

Direct : **Reporting Verb**, "Reported Speech."

Direct : **(She) (said) (to me)**, "I am going to Delhi."

Direct : **(Subject) (Reporting Verb) (Object),** "Subject and Verb of Reported Speech (with other extensions)."

Components of the Indirect Speech : The Indirect Speech is a Complex Sentence made of a Principal Clause (Reporting Speech) and a Subordinate Clause (Reported Speech), generally joined by a conjunction. Look at the following example :

She told me **that** she was going to Delhi. (Indirect Speech)

(Principal Clause) **Conjunction** (Subordinate Clause)

DIFFERENCE BETWEEN DIRECT AND INDIRECT SPEECH

Direct Speech	Indirect Speech
Actual words of the speaker are quoted in inverted commas.	Actual words of the speaker are not quoted. The meaning or matter of the reported speech is conveyed indirectly.
There are two parts : Reporting Verb and Reported Speech.	There is one complex sentence with a Principal Clause and a Subordinate Clause.
Reporting Verb and Reported Speech are separated by comma. Reported Speech is enclosed within inverted commas.	There is no use of comma to separate Reporting Verb and Reported Speech. Inverted commas are removed.
Reported Speech in inverted commas starts with a capital letter.	Reported speech becomes the subordinate clause of a Complex Sentence. Hence, it starts with a small letter.
There is no use of Conjunction, as Reporting Verb and Reported Speech are separated by a comma and inverted commas.	In most of the cases, Reported speech is introduced by a conjunction.

GENERAL RULES FOR CHANGING DIRECT SPEECH INTO INDIRECT SPEECH

Important Note : General rules are those rules which are always followed while changing Direct Speech into Indirect Speech. Both General and Specific Rules must be followed while changing Direct Speech into Indirect Speech. The specific rules are related to types of sentences. These rules are discussed further in this chapter.

Rule-I : Inverted commas are removed.

Rule-II : Look at the **tense** of the reporting verb.

(a) If the tense of Reporting Verb in Direct Speech is Present or Future

Tense, there will be no change in the tense of the Reported Speech while changing the Direct Speech into Indirect Speech.

For Example :

Direct : The teacher says to the students, "I **have corrected** your notebooks."

Indirect : The teacher tells the students that she **has corrected** their notebooks.

(b) If the tense of Reporting Verb in Direct Speech is Past Tense, follow the rules regarding the change of tense discussed later in this chapter.

Rule-III : Rules regarding the change in Personal Pronouns

Important Note : While changing the Personal Pronouns, the Gender and Case of the Personal Pronouns should be kept the same. Study the table given below.

Personal Pronouns	Nominative Case	Accusative Case	Possessive Case
First Person	I, we	me, us	my, mine, our, ours
Second Person	You, thou	you, thee	your, yours, thine
Third person	he, she, it, they	him, her, it, them	his, her, hers, its, their, theirs

(i) Pronouns of the **First Person** in the Reported Speech change according to the **Subject** of the Reporting Verb. The case will remain the same.

Direct : My sister said to me, "I don't want to waste my time".

My sister (Subject, Third Person) said to me, **"I** (First person, Nominative Case) don't want to waste **my** (First Person, Possessive Case) time."

Indirect : **My sister** told me that **she** (Third person, Nominative Case) did not want to waste **her** (Third Person, Possessive Case) time.

(ii) Pronouns of the **Second Person** in the Reported Speech change according to the **Object** of the Reporting Verb. The case will remain the same.

For Example :

Direct : I said to her, "You should do your work."

I said to **her (Object, Third Person), "You** (Second person, Nominative Case) should do **your** (Second Person, Possessive Case) work."

Indirect : I advised **her** that **she** (Third Person, Nominative Case) should do **her** (Third Person, **Possessive Case**) work.

(iii) Pronouns of the Third Person in the Reported Speech remain unchanged.

For Example :

Direct : Asha said to me, "**He** (Third Person) is wasting **his** (Third Person) time."

Indirect : Asha told me that **he** (Third Person) was wasting **his** (Third Person) time.

The following table will help the learners to learn the rules of Pronouns :

Reporting Verb	**S**	**O**	**N**
Reported Speech	I	II	III

Here : S = Subject I = First Person

O = Object II = Second Person

N = No change III = Third Person

Rule- IV : Subject-verb agreement must be followed when Pronoun or Tense in the Reported Speech is changed.

For Example :

Direct : I **say** to my friend, "**You are** very hard-working."

Indirect : I tell my friend that **he is** very hard-working.

Direct : I **said** to my friend, "**You are** very hard-working."

Indirect : I told my friend that **he was** very hard-working.

Rule-V : A conjunction is used to introduce the Reported Speech. The use of conjunction depends on the type of sentence of the Reported Speech. The following table will elaborate this concept.

Type of Sentence in Reported Speech	Conjunction Used to join Reporting Verb and Reported Speech
Assertive Sentences (Affirmative and Negative)	that
Interrogative Sentences (Single)	if/whether
Interrogative Sentences (Double : with Wh-words)	Wh-word used in the Reported Speech
Imperative Sentences	Infinitive with to/that
Exclamatory Sentences	that
Optative Sentences	that

Rule-VI : The tense of Reporting Verb remains the same. If the Reporting Verb is 'say', 'says', 'will say', or 'said' it remains the same. If Reporting Verb is followed by 'to' and an object, there will be the following changes in the Reporting Verbs if the Reported Speech is an Assertive Sentence.

For Examples :

say to him	tell him
says to me	tells me
will say to her	will tell her
said to you	told you

RULES REGARDING THE CHANGE IN TENSE

Rule-I : If the Reporting Verb is in Present Tense or Future Tense, there will be no change in the tense of the Reported Speech.

For Example :

Direct : My mother says, "The food **is** ready."

Indirect : My mother says that the food **is** ready.

Direct : He says to me, "I **am studying** here."

Indirect : He tells me that he **is studying** here.

Direct : Tarun will say, "I **was sleeping**."

Indirect : Tarun will say that he **was sleeping**.

Rule-II : If the Reporting Verb is in Past Tense, the tense of the Reported Speech will change to its corresponding tense in the Past Tense. The

following table explains the change in tense :

Direct Speech	Indirect Speech
Simple Present (V1)	Simple Past (V2)
Present Continuous (is/am/are+ V1+ ing)	Past Continuous (was/were+ V1+ ing)
Present Perfect (has/have+V3)	Past Perfect (had+V3)
Present Perfect Continuous (has/have +been+ V1+ing)	Past Perfect Continuous (had+ been+ V1+ing)
Simple Past (V2)	Past Perfect (had+V3)
Past Continuous (was/were+ V1+ ing)	Past Perfect Continuous (had +been+ V1+ing)
Past Perfect (had+V3)	Past Perfect (had+V3)
Past Perfect Continuous (had +been+ V1+ing)	Past Perfect Continuous (had +been+ V1+ing)
Simple Future (will/shall+V1)	Past form of Simple Future (would+ V1)
Future Continuous (will/shall+be+V1+ing)	Past form of Future Continuous (would+be+V1+ing)
Future Perfect (will/shall+ have+ V3)	Past form of Future Perfect (would+have+V3)
Future Perfect Continuous (will/shall+ have+ been+ V1+ing)	Past form of Future Perfect Continuous (would+ have+ been+ V1+ing)

For Example :

Direct : My mother said, "The food **is** ready."

Indirect : My mother said that the food **was** ready.

Direct : He said to me, "I **am** studying here."

Indirect : He told me that he **was** studying there.

Direct : John said, "I **was** sleeping."

Indirect : John said that he **had been** sleeping.

Direct : My sister said to me, "I **don't** like mangoes."

Indirect : My sister told me that she **did not** like mangoes

Rule-III : Modal Auxiliaries are changed according to the table given below.

Direct Speech	Indirect Speech
can	could
will/shall	would
may	might
could/should/would/might	No change

For Example :

Direct : He said to me, "You can take my book."
Indirect : He told me that I could take his book.
Direct : The teacher said to the student, "You may go now."
Indirect : The teacher told the student that she might go then.

Rule-IV : Change of 'Must'

(i) If must indicates future necessity or compulsion, it changes into would+ have + to + V1 (Conditional)

For Example :

Direct : He said, "I **must** finish this work by tomorrow."
Indirect : He said that he **would have to** finish that work by the next day.

(ii) For immediate necessity, 'must' is changed into 'had to'.

For Example :

Direct : He said, "I **must** go home now."
Indirect : He said that he **had to** go home then.

(iii) When 'must' indicates permanent rule, prohibition etc, it does not change.

For Example :

Direct : The teacher said, "The students **must** not miss my class."
Indirect : The teacher said that the students **must** not miss her class.

Rule-V : Change of Modal Auxiliaries 'Need' and 'Dare' : 'Dare' and 'Need' are used as a semi modal verb. 'Dare' means to have the courage to do something. Both are mostly used negatively.

For Example :

Direct : He said to me, "You **need not go** to market."
Indirect : He told me that I **need not go** to market.
Direct : He said to me, "I **dare not talk** to the teacher."
Indirect : He told me that he **dare not talk** to the teacher.

Rule-VI : Adverbs of Time and Place and some other words are changed according to the table given below. If the tense of the Reported Speech is not changed, the adverbials of time and place are also not changed.

Direct Speech	Indirect Speech
this	that
these	those
here, hither	there, thither
hence, hereby	thence, thereby
come	go
now	then
today	that day
tonight	that night
yesterday	the previous day
last week/month/year	the previous week/month/year
last night	the night before/the previous night
tomorrow	the next day/the following year
next week/month/year	the following week/month/year
ago	before

SITUATIONS WHEN THE TENSE OF REPORTED SPEECH REMAINS THE SAME

There are a few exceptional situations when the tense of the Reported Speech is not changed even if the Reporting Verb is in the Past Tense.

(a) If the Reported Speech is a Universal Truth, a Mathematical fact, Geographical fact, Historical fact, Chemical fact or some other fact, the tense is not changed.

For Example :

Direct : The teacher said, "The Earth **revolves** around the sun.

Indirect : The teacher said that the Earth **revolves** around the sun.

Direct : He said to me, "Two and two **make** four."

Indirect : He told me that two and two **make** four.

Direct : He said to me, "Water **boils** at 100° Celsius."

Indirect : He told me that water **boils** at 100° Celsius.

Direct : He said to me, "The Taj Mahal **is** in Agra."

Indirect : He told me that the Taj Mahal **is** in Agra.

(b) If the Reported Speech is a Proverb or an act of morality, the tense is not changed.

For Example :

Direct : Riya said to her brother, "Honesty **is** the best policy."

Indirect : Riya told her brother that honesty **is** the best policy.

(c) If the Reported Speech explains some habitual act, the tense is not changed.

Direct : The teacher said, "Mohan always **comes** late."

Indirect : The teacher said that Mohan always **comes** late.

Direct : He said to me, "I **go** for a walk daily."

Indirect : He told me that he **goes** for a walk daily.

(d) If the Reported Speech refers to past time/date/year, the tense is not changed.

For Example :

Direct : My mother said to me, "India **got** freedom on 15th August 1947."

Indirect : My mother told me that India **got** freedom on 15th August 1947.

(e) If the Reported Speech expresses two simultaneous actions, the tense remains the same.

For Example :

Direct : He said to me, "I **played** when my brother **slept**."

Indirect : He told me that he **played** when his brother **slept**.

Direct : He said to me, "I **was completing** my homework when my mother **was cooking** food."

Indirect : He told me that he **was completing** his homework when his mother **was cooking** food.

(f) If the action expressed in the Reported Speech continues at the time of Reporting, the tense is not changed.

For Example :

Direct : He said to me, "Prices **are going** up."

Indirect : He told me that prices **are going** up.

Direct : He said to me, "India **is progressing** by leaps and bounds."

Indirect : He told me that India **is progressing** by leaps and bounds.

(g) If the Reported Speech expresses an imaginary condition or an unreal condition, the tense is not changed.

For Example :

Direct : He said, "If my friend **were** here, I **would be** very happy."

Indirect : He said that if his friend **were** there, he **would be** very happy.

Direct : He said to me, "If you **had invited** me, I **would have attended** the party."

Indirect : He told me that if I **had invited** him, he **would have attended** the party.

SPECIFIC RULES ACCORDING TO TYPES OF SENTENCES

There are different rules for different types of sentences for changing Direct Speech into Indirect Speech. Therefore, it is very important to find out what type of sentence Reported Speech is. Reported Speech in Direct Speech may be an

1. Assertive Sentence
2. Interrogative Sentence
3. Imperative Sentence
4. Exclamatory Sentence
5. Optative Sentence

RULES/INSTRUCTIONS FOR CHANGING ASSERTIVE SENTENCES

Assertive Sentences are simple statements. There are two types : Affirmative Sentences and Negative Sentences.

1. Remove inverted commas and use the conjunction 'that' to join the Reporting Speech and the Reported Speech.

2. Change Personal Pronouns according to General rules.
3. Follow Tense related rules to change or not to change the Tense.

For Example :

Direct : He said, "I **am watching** T.V."

Indirect : He said **that** he **was watching** T.V.

Direct : My friend said to me, "I **have solved** the sum."

Indirect : My friend told me **that** he **had solved** the sum.

Direct : He said to me, "I **can** explain the situation"

Indirect : He told me **that** he **could** explain the situation.

Direct : She said to me, "I **was** waiting for you."

Indirect : She told me **that** she **had been** waiting for me.

Direct : My brother said to me, "I **will** work hard to stand first in the class."

Indirect : My brother told me **that** he **would** work hard to stand first in the class.

Exercise 1 (Unsolved)

1. She said to me, "I will go to Delhi next week."
2. Rajan said to him, "I returned your book yesterday."
3. My sister said to me, "I have to finish my work before 5 o'clock today."
4. The teacher said to the students, "You must attend your classes regularly."
5. The stranger said to me, "I belong to Rajasthan."
6. The captain said to players, "In case of rain we will cancel the match."
7. My friend said to me, "You can take my book if you want to study."
8. My neighbour said to me, "Someone has stolen my scooter."
9. His brother said to him, "I am going to watch a movie."
10. Riya said to me, "I shall go to Chennai next week."

RULES/INSTRUCTIONS FOR CHANGING INTERROGATIVE SENTENCES

Interrogative Sentences are questions. There are two types of Interrogative Sentences :

(a) Single Interrogative Sentence : It starts with a Primary Auxiliary or a Modal Auxiliary. Such sentences are answered in 'Yes' or 'No'.

For Example : Are you a teacher? Yes/No

Will you marry me? Yes/No

(b) Double Interrogative Sentence : It starts with a 'Wh-word' (Interrogative Pronoun or Interrogative Adverb).

For Example : What is your name?

Who are you?

Where are you going?

1. Change the reporting verb into ask/asked, enquire/enquired, or wonder/wondered etc.
2. Remove inverted commas. If the Reported Speech is a Single Interrogative Sentence, use the conjunction 'if' or 'whether' to join the Reporting Speech and the Reported Speech.
3. If the Reported Speech is a Double Interrogative Sentence, use the Wh-word given in the Reported Speech as a conjunction.
4. Follow the rules of Pronouns and Tenses.
5. In Indirect Speech, Interrogative Sentence, given in the Reported Speech, changes into an Assertive Sentence. Therefore, the places of Subject and Verb are exchanged. This is known as Inversion. Sign of Interrogation (?) is removed.

For Example : Is **he** your friend? (Interrogative Sentence)

He is your friend. (Assertive Sentence)

6. Helping verbs : 'do', 'does', or 'did' are removed.

For Example :

Direct : He said to me, "**Do you live** in Delhi?"

Indirect : He asked me **if I lived** in Delhi.

Direct : He said to me, "**When are you** going to Ajmer?"

Indirect : He asked me **when I was** going to Ajmer.

Direct : The teacher said to the students, "**Who broke** the chair?"

Indirect : The teacher asked the students **who had broken** the chair.

Direct : She said to me, "**Shall I** open the door?"

Indirect : She asked me **if she should** open the door.

Direct : My father said to me, "**Have you** seen my spectacles?"

Indirect : My father asked me **if I had** seen his spectacles.

Direct : My sister said to me, "**Why are you** disturbing me?"

Indirect : My sister asked me **why I was** disturbing her.

Questions Starting with Shall I/We

1. If '*shall'* indicates Future Tense or some information/speculation, it changes into '*would'*.

For Example :

Direct : He said to me, "**Shall** we ever meet again?"

Indirect : He wondered **if** we **would** ever meet again.

2. If '*shall'* indicates seeking advice or a request, it changes into '*should'*.

For Example :

Direct : Ritu said, "**Shall** I open the door?"

Indirect : Ritu asked **if** she **should** open the door.

3. If *'shall'* indicates an offer, it is replaced with the verb *'offer'*.

For Example :

Direct : She said to me, "**Shall** I bring you something to eat?"

Indirect : She **offered** to bring me something to eat.

4. If *'shall'* indicates a suggestion, it is replaced with the verb *'suggest'*.

For Example :

Direct : He said, "**Shall** we meet again tomorrow?"

Indirect : He **suggested** meeting again the next day.

Questions Starting with Will you/Would you/Could you

1. If the questions starting with 'will you', 'would you' or 'could you' are ordinary questions, the rules of single interrogative sentences will be applied.

2. If the questions starting with 'will you', 'would you' or 'could you' indicate an order, request or offer, the changes will be made accordingly as explained in the following examples :

Direct : He shouted, "**Will you** keep silent?" *(order)*

Indirect : He **ordered** me to keep silent.

Direct : She said to me, "**Could you** give me some sugar?" *(request)*

Indirect : She **requested** me to give her some sugar.

Direct : She said to me, "**Would you** like to have a drink?" *(offer)*

Indirect : She **invited** me for a drink. *Or*, She **offered** me a drink.

Exercise 2 (Unsolved)

1. The shopkeeper said to the boy, "What do you want to buy?"
2. The student said to the teacher, "Can you explain the sum again?"
3. The father said to his son, "Where have you kept my spectacles?"
4. The teacher said to the student, "Why have you come late today?"
5. I said to him, "When are you shifting to your new house?"
6. My father said to my sister, "Why have you not prepared your lessons?"
7. He said to his guest, "Shall I make you a cup of tea?"
8. The secretary said to the visitor, "Whom do you want to see?"
9. He said to me, "Are you building a new house?"
10. My uncle said to me, "When does the postman come every day?"

RULES/INSTRUCTIONS FOR CHANGING IMPERATIVE SENTENCES

Imperative Sentences express an order, command, request, prohibition or advice. These sentences start directly with the first form of Verb or 'Don't', followed by the first form of Verb.

1. Change the Reporting Verb in order/ordered, request/requested, command/commanded, forbid/forbade or advise/advised according to the meaning implied in the Reported Speech.
2. The Imperative Mood is changed into Infinitive Mood.
3. Change the first form of verb into Positive Infinitive (to+V1) and 'Don't+ V1' into Negative Infinitive (not+to+V1). For Negative Infinitive, the verb 'Forbid' can also be used.

For Example :

Direct : The boss said to his employee, "**Show** me the report."

Indirect : The boss ordered his employee **to show** him the report.

Direct : My father said to me, "**Take** care of your health."

Indirect : My father advised me **to take** care of my health.

Direct : My sister said to me, "Please, **don't disturb** me.

Indirect : My sister requested me **not to disturb** her.

Direct : The Commander said to the soldiers, "**Don't be afraid** of the enemy. Move forward."

Indirect : The Commander commanded the soldiers **not to be afraid** of the enemy and to move forward.

Direct : The gardener said to the boys, "**Don't pluck** the flowers."

Indirect : The gardener **forbade** the boys from plucking the flowers.

USE OF 'LET' IN IMPERATIVE SENTENCES

There are different ways to use 'Let' in Imperative Sentences.

(a) To Propose or Suggest something : In such a case, the Reporting Verb is changed into 'proposed' or 'suggested' and 'Let' is changed into 'should'. Conjunction 'that' is used.

For Example :

Direct : She said to us, "Let's go for shopping."

Indirect : She proposed to us that we should go for shopping.

(b) To permit/get permission : In such cases, 'Let' is changed into 'to let' or 'might be allowed to'. Conjunction 'that' is used.

For Example :

Direct : Rohit said to his father, "Let me choose the subject I want to study."

Indirect : Rohit asked his father to let him choose the subject he wanted to study.

(c) To express a condition or supposition : In such a case, 'Let' is changed into 'might'. Conjunction 'that' is used.

For Example :

Direct : He said, "Let him try ever so hard, he will not stand first in the class."

Indirect : He said that he would not stand first in the class however hard he might try.

Exercise 3 (Unsolved)

1. The teacher said to the students, "Don't make a noise."
2. She said to her father, "Let me buy the dress I want to."
3. The Principal said to the boys, "Work hard if you want to succeed."
4. My mother said to me, "Clean your room and arrange your books."
5. The beggar said, "Please give me a rupee."
6. The leader said to his followers, "Let's do something for our motherland."
7. He said to his son, "Never tell a lie."
8. The Principal said to the peon, "Bring that file to me."
9. The captain said to the soldiers, "Fire at the enemy."
10. My friend said to me, "Let's play cricket."

RULES/INSTRUCTIONS FOR CHANGING EXCLAMATORY SENTENCES

Exclamatory Sentences express a sudden or a strong feeling. These sentences start with an Interjection such as 'Hurrah', 'Alas', 'Oh', 'What', 'How' etc.

1. The Exclamatory Sentence is changed into Assertive Sentence.
2. The Reporting Verb is changed into exclaimed or exclaimed with (Joy, sorrow, wonder etc. according to the Interjection given in the Direct Speech).
3. Conjunction 'that' is used to join the Reporting Verb and the Reported Speech.
4. 'Interjection' or any other exclamatory word is removed.
5. All the rules of Pronouns and Tenses are followed.
6. Mark of exclamation is removed.

Points to Remember

Ho! Hurrah! Hoo! etc. express joy or delight.

What! Oh! Good Heavens! etc. express wonder/surprise.

Alas! Ah! etc. express grief or pain.

Hark! Hush! Lo! Behold! express attention.

Pooh! Pooh! express contempt.

Damn! expresses swear.

Bravo! expresses applaud/encouragement.

Direct : She said, "Alas! I have injured my hand."

Indirect : She exclaimed with sorrow that she had injured her hand.

Direct : The players said, "Hurrah! We have won the match."

Indirect : The players exclaimed with joy that they had won the match.

Direct : The captain said to the players, "Bravo! You played very well today."

Indirect : The captain applauded the players saying that they had played very well that day.

Direct : She said, "How beautiful the scenery is!"

Indirect : She exclaimed that the scenery was very beautiful.

Direct : She said, "How foolish I have been!"

Indirect : She confessed that she had been very foolish.

Exercise 4 (Unsolved)

1. My brother said, "Hurrah! I have got the first rank in my class."
2. He said, "Alas! I have lost my son."
3. She said to me, "Good Heavens! You have come again."
4. He said to the boy, "Pooh! Pooh! What a dirty fellow you are!"
5. The students said, "How difficult the question paper is!"
6. She said to her son, "Hush! The baby is sleeping."
7. My friend said to me, "How nice of you to have come."

8. She said, "Hurrah! My brother has won a lottery prize."
9. The boy said, "Oh! I have forgotten my book at home."
10. I said, "What a tongue twister!"

RULES/INSTRUCTIONS FOR CHANGING OPTATIVE SENTENCES

Optative Sentences express a wish, desire, blessing, prayer or curse. The use of Modal Auxiliaries 'May' and 'Would' is common in these sentences. Conditional sentences using 'were' are also used to express a wish.

1. Reporting verb is changed into wished/prayed/desired/cursed etc.
2. The word '*wish*' used in the Direct Speech is removed.
3. If the Reporting Verb is in Past Tense, 'May' is changed into 'Might'.
4. 'Were' used in Conditional Sentences is changed into 'had been' if the Reporting Verb is in Past Tense.
5. We wish good morning, good afternoon, good evening or good night.
6. We bid welcome, farewell or good-bye.

For Example :

Direct : He said to me, "May you get success in life!."
Indirect : He wished that I might get success in life.
Direct : He said, "Good morning, teacher."
Indirect : He wished good morning to his teacher.
Direct : She said, "Good bye, friends."
Indirect : She bade farewell to her friends.
Direct : He said, "I wish I were a king!"
Indirect : He wished that he had been a king.
Direct : He said, "O for a glass of water!"
Indirect : He desired strongly for a glass of water.

Exercise 5 (Unsolved)

Change the Narration :

1. I said to my friend, "May you get well soon!"
2. My friend said to me, "Good luck to you!"
3. John said, "O for a house to live in!"

4. He said, "I wish I were the Prime Minister!"
5. My mother said to me, "May you get all the success in life!"
6. The blind man said, "May God bless you!"
7. I said to my parents, "Good Night!"
8. The teacher said to the students, "May you all fare well in your examination!"
9. She said to her friend, "May you recover soon!"
10. He said, "O for a cup of tea!"

Exercise 6 (Unsolved)

Change the Narration :

1. He said to me, "You can go now."
2. Radha said, "I bought these books yesterday."
3. Priyanka said to me, "I lost my book last night."
4. He said, "I have found a gold coin today."
5. She said to me, "I will wait for you here."
6. Pratibha said to her friend, "I should go back home now."
7. The servant says to his master, "The dinner is ready."
8. Nehru said, "The Ganga has been a symbol of India's culture.
9. The teacher said to the students, "You should obey your parents."
10. He said to the doctor, "There is no hope for him unless you treat him."

Exercise 7 (Unsolved)

Change the Narration :

1. The tourist said to the guide, "How long does it take to reach Manali?"
2. He said to me, "Shall I help you?"
3. I said to him, "When are you coming to my home?"
4. The daughter said to her mother, "What have you prepared in lunch?"
5. He said to his neighbour, "Who has spoiled my garden?"
6. She said to me, "Do you know the way to railway station?"
7. I said to him, "What have you got as your birthday gift?"
8. She said to me, "Why did you hurt my brother?"
9. My friend said to me, "Are you looking for a new job?"
10. Amit said to his brother, "How did you fare in your final examination?"

Exercise 8 (Unsolved)

Change the Narration :

1. He said to me, "You have no liking for poetry."
2. She said, "May God bless the new born baby!"
3. I said to him, "Did you go to school today?"
4. The boys screamed, "Bravo! It is a big hit!"
5. The boy said to his mother, "Let me play for some time."
6. He said to her, "Are you well?"
7. She said, "You mustn't break your promise."
8. The officer said to his men, "Attack the enemy."
9. The teacher asked her why she was late.
10. He said to me, "Let him play cunningly, he will not be able to defeat you."

Exercise 9 (Unsolved)

Change the Narration :

1. Mother said, "Go ahead and do well in life."
2. He said, "Do it at once."
3. You said to us, "Why were they quarrelling at night?"
4. Her sister said, "How stupid you are!"
5. He said, "I must win the prize."
6. Sonam said to her mother, "Where are the keys?"
7. We wished them success in life.
8. The Fox said, "How clever I am!"
9. The Principal said to the students, "You should always respect your teachers."
10. "What a lovely flower!" I said.

Exercise 10 (Unsolved)

Change the Narration :

1. I said to her, "Are you comfortable now?"
2. He said to me, "You can trust me."
3. He said to Sonam, "Whose car is that?"

4. Money said to Simmy, "I am going to Jaipur tomorrow."
5. Manav said to Hari, "Please lend me some money."
6. I said to him, "Let us go to the cinema tonight."
7. He said to me, "Let me know if I can do something for you."
8. The officer said, "March forward, boys."
9. The Guru said, "Do good and expect nothing in return."
10. He said, "If he were a king!"

Exercise 11 (Unsolved)

Change the Narration :

1. She said to him, ''Where are you staying?"
2. I said to my secretary,'' Don't disturb me."
3. Mother said to her, ''Why don't you finish your meals quickly?"
4. He said to the teacher, "Don't blame me, Sir."
5. I said, "Good bye, friends."
6. "You are a coward", said the girl.
7. Yoga teacher said, "Take a deep breath."
8. The manager said to the waiter, "Shut up."
9. "Alas! I have no money", said the gambler.
10. She said, "May I go home, Sir?"

Exercise 12 (Unsolved)

Change the Narration :

1. I said to her, "Does that book belong to you?"
2. He said to me, "When is your last paper?"
3. I said to her, "Have you learnt your lesson?"
4. She said to me, "I can help you in studies."
5. His friend said to him, "You must work hard for success."
6. I asked her where she had been missing.
7. The old woman said, "God be with you, my child."
8. Children said to her, "Good morning, madam."
9. His wife said to him, "Good night darling, I am going to sleep now."
10. She said to me, "Let's not run after the wealth."

Exercise 13 (Unsolved)

Change the Narration :

1. The teacher said to the boys, "Are you ready for the test?"
2. She said to her friend, "Where should I wait for you?"
3. The bus conductor said, "Come inside, Sir."
4. I said, "Hurrah! My buddy has won."
5. The officer said, "Get ready for a long race."
6. She said, "I wish I were the Prime Minister of India!"
7. Bose said to the volunteers, "Give me blood and I will get you freedom."
8. He said to his boss, "Forgive my mistakes, Sir."
9. I said to the boy, "Get me a glass of water."
10. The old man said, "Farewell, my son."

Exercise 14 (Unsolved)

Change the Narration :

1. Rosy said to her mother, "I will come on Monday."
2. She said to the peon, "Do you know when the Principal will come?"
3. Surabhi said to her niece, "I am busy today."
4. Prabhjot said to the child, "You better see the doctor now."
5. I said, "Will you be quiet for sometime?"
6. Farzana said, "I must go soon."
7. Anurag said, "I like this story,"
8. Bindu said, "I wish I could help you."
9. Varinder said, "Did she like the movie?"
10. Deepak said, "It's a great idea to see the play today."

Exercise 15 (Unsolved)

Change the Narration :

1. Sachin said, "I don't want to play anymore."
2. "What is going in your mind?" Geeta said to her brother.
3. He reminded me that he would meet me the next day.

4. She says, “I will be a lawyer when I grow up.”
5. Pardeep said, “If I were rich, I would travel a lot.”
6. She remarked, “I needn’t hurry now.”
7. Samay said, “Do you know French?”
8. He said, “My coffee is too cold.”
9. Her teacher said, “Don’t talk so fast.”
10. The teacher asked me where I had been.



10 ADVERTISEMENTS

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Explain what is an Advertisement and its Different types.
* Explain the importance of Advertisements.
* Understand the steps is Advertisement writing.

An advertisement is basically sharing or spreading information about something with an aim to attract people towards a product or service. It is not a new thing; it has been going on since ages. Earlier, the producer or service provider used to spread awareness about his product or service through word of mouth information or showing it at public places.

Since the advent of newspapers, it became easier to get a bigger audience. The first newspaper advertisement was published in 1704, seeking a buyer for an Oyster Bay, Long Island Estate, in Boston News Letter. After the advent of Radio, First radio commercial was aired in 1922 in New York and the first television advertisement was also broadcast in New York before a baseball game in 1941.

As per Oxford dictionary, an advertisement is a public notice or announcement, especially the one, advertising goods or services in newspapers, magazines, on posters or in broadcasts.

In general terms, it is a form of communication that typically attempts to persuade a potential purchaser or user to purchase or to consume more of a particular product or brand of a product or service.

Why do we need advertisement?

We need advertisements–

– to introduce new products

– to increase sale of product or service

– to create a new brand
– to communicate any changes in the product line
– to give requirement for a particular product or service.

Generally there are two broad categories of Advertisements : Classified and Display

Classified Advertisement is a product or services advertisement that appears in specific section of newspaper under the heading, classifying the product or service being offered. It is commonly used in newspapers, online and periodicals/magazines which may be sold or distributed free of cost. Such advertisements can be grouped under specific headings such as :

– Matrimonial
– Real estate/sales/purchase of property
– Employment/Situation Vacant
– Vehicles-sale/purchase
– Accommodation/to let or sale-purchase of property
– Change of Name
– Tours and Travels
– Missing Persons and pets

Some of the main features of a classified advertisement are :

– It takes less space
– Uses only words/short Phrases (No full sentences used)
– Simple and brief
– Economical
– Title and contact details
– Gives complete relevant information
– Generally, words are limited to fifty only

Format of an advertisement :

1. **Headline :** It should be in capitals. **The purpose** of the headline is **to sell the ad.**
2. **Body of the advertisement :** Content should be concise, relevant, self-explanatory and to the point. The purpose of the body is **to set up the call to action.**
3. **Call to action:** The purpose of the call to action is to **elicit response.**

CLASSIFIED ADVERTISEMENTS

1. Business opportunity	2. Investment	3. Security Services
We are looking for Franchise/all out deal for a well-established institute, successfully managing various professional courses, in nearly 100 acres of land and approximately 50 thousand square meters, nicely built up area near Ludhiana. The site is highly suitable for Private Institute/Medical College project from every parameter. Interested individuals may call or email their expression of interest for further discussions. 9999910xx0 **Email :** Siteforcollege@gmail.in	Invest in agriculture sector, increase your capital ten times in ten years, game changer opportunity, ten lakhs for ten years, guaranteed yield of sandalwood crop, minimum sale value worth rupees one crore (tax free income) along with one acre land deed. Earn high dividends in comparison with financial sector and banking sector. Business associates urgently required. Contact ABC Woods, SCO-XX, First Floor, Near Gurudwara, Sector-5, Mohali. Punjab. +9172211xxx00, +919XXX9 22xxx, **Email :** 11acbwood@oxl.com Website : acdwood.in	**ZEBRA STRIPES** Detectives and Security Services Private Limited, also training under National Detectives Association Act and Recovery Agents Training accredited by Indian Institute of Banking and Finance as per RBI guidelines. New batch starting 21st of every month-SCF 11/2017, Mohali, Ph. 0172- 22200xx, 9xxx912345. **Email:** zebrastripes@rediffmail.com

4. Vedanta Clinic	5. Property for Sale	6. Situation vacant
Wanted Immediately **1. Dr. Radiologist MD** Experienced with intensive Care and CCU. **2. Dr. Surgeon MS** Experienced preferred. **3. Doctors (BAMS)-** With Ayurvedic Medicine Experience. Apply immediately before 15 December 20xx along with complete bio data, photo-copies of certificates and contacts details. Handsome salary with campus accommodation. Interview details will be intimated shortly to shortlisted candidates. **General Secretary**	**LAND FOR SALE/ JOINT VENTURE** 10 ACRE LAND FOR SALE Main Moga Ludhiana Road, approved. TowardsMullanpur, near Haveli Resorts; 300 ft. roadside front, best for school, flats, institutes, hospitals. Village Dakha. Ludhiana. **Contact :** 99xxx100xx	**Sigma School of Science** Rampur Road, Dharamshala. Urgently Required Teachers, Lecturers (M.A./M.Sc B.Ed) English-2, Chemistry, Physics-2, Mathematics-3, Biology-1. Salary as per HP govt. norms. Previous experience will be given added weightage. **Email your resume at :** sixsisdhms@aol.in 98555xx0xx

7. Operations Manager

For Hotel in Dehradun (50+ rooms) 4 year degree holder with 1 year experience as OM. Excellent communication skills with an update knowledge of MS office, able to be on call 24 hours as per duty demand and age not more than 35 years.
Please send your resume via Email, copies of certificates with latest passport sized photographs and expected salary.
Email :
omkt26nov@gmail.com

8. Required Medical specialist and Gynaecologist

For running hospital on Moga-Firozepur Road, Moga on share/salary basis. One Resident on salary basis. 980011xxx0
Email :
shimosdkt@gmail.in

9. Pinegrove School, Dhampur. (H.P) www. Pinesforyou.com

Requires
* PGTs-English, Maths, Physics
* TGTs-Science, SSt, Maths
* PRTs-English, SST, Maths
* Matrons-Female
* PTI(Male/Female)

Well-spoken experienced, trained candidates, with good communication skills, ready for long-term commitment.
Qualifications : As per CBSE norms for teachers, graduation for matrons. Walk in Interview on 20-21 Dec. 20xx at 10:00 a.m. at Hotel Shankra, Shimla (H.P).
Bring detailed CV, colour photos, Copies of Certificates.

10. Situation Vacant	11. Admission Notice Babe Ke Institute of Nursing, V.P.O Daudhar, Moga	12. Situation Vacant
Wanted a Full time Typist-English and Punjabi with 55 w.p.m. minimum, 10 yrs. experience. Correspond directly. Box No. 1101, The Tribune.	Direct Admission 20- **M.Sc. Nursing :** (PMNET qualified/ appeared/ B.Sc. Nursing with 1 year experience before/after post Basic nursing) **B.Sc. Nursing :** (PPMET qualified/ Appeared 10+2 PCB 45% Marks)	Required Account Assistant at Industrial Area Alipur Barwala, Distt. Panchkula. Qualification : 12th, B.Com Age: 20-28 years Experience/ Additional Qualifications : course in Accounting or Computer Knowledge will be given weightage. **Contact :** 9988xxxx11, 9001101xxx **Email :** axz1100@gmail.com
13. Matrimonial	**14. Matrimonial**	**15. Matrimonial**
Suitable match for beautiful Sikh girl, Cultured status family, 1985 born, 5' 4", B.Sc. M.B.A. Suitable matches may send bio data, photo. **Email :** singhjs@yahoo. com or call at 99910199xxx	Hindu Manglik girl, 29.02.1996, 2.40 a.m. Ambala, B.Com, M.Com. 5'.6", High status business family,Contact after matching Kundli, **WhatsApp :** 9910199xxx.	Suitable match for a handsome army officer Jaipur based boy, 6'3", 1992 born, B. Tech, M.Tech, Reputed family, looking for a well-educated pretty girl. Caste No bar. **WhatsApp :** bio-data and Pics. 9xx8xx9x00

Display Advertisements : They contain many components such as images, text, flash video and audio. They use visuals, drawings, sketches and video clips etc. The aim is to draw as much attention as possible. They can be used to announce events, extend invitations, to join for a cause or an awareness programme etc. They can be grouped as follows :

– Out-door Advertisement

– In-door Advertisement

– Non-Product Advertisement

– Radio Advertisement

– T.V. Commercial

– National Advertisement

– International Advertisement

– Retail Advertisement

– Local Advertisement

Some of the features of a display advertisement are :

– It takes more space

– It is expensive

– It is visually attractive

– It has catchy slogans

– It is very colourful

– Use of Different fonts and designs

– Lengthy message can be delivered effectively

EXERCISE

1. Draft a classified advertisement for a Washing Machine.
2. Draft an advertisement for a furniture exhibition.
3. Write an advertisement for a Mysore Silk Saree center offering festival discounts.
4. Draft an advertisement for a new HD TV showroom.
5. Draft an advertisement for 'The Leather Shop'–an all leather store.
6. Draft an advertisement for admission to various Engineering and Management courses being offered at an Institute of Engineering and Management.
7. Draft an advertisement for high-speed E-Bikes-an alternative means of transport.
8. Draft an advertisement for an electric car.
9. Write an advertisement for Swachh Bharat Mission in rural areas.
10. Draft an advertisement for a store of affordable Ayurvedic Products.



11 NOTICE WRITING

Learning Objectives

After the completion of this chapter, the learner will be able to :

Write notices of different kinds

* School/Educational Notice
* Public Notice
* Tender/Auction Notice

A notice is a very short piece of writing which is usually formal in style. It is meant to provide integrated and useful information, to issue public instructions, to make appeals or issue warning about the events that have happened or are about to happen. Notices are supposed to be pinned up or pasted on notice boards meant for this purpose only. There can be one or more notice boards in a school or an organization for everyone to read.

How to write a Notice :

Notice writing is an art that requires practice to be effective. There are some important points to be kept in mind while writing a notice:

1. The complete Notice must be placed within a 'Box'.
2. A well-written Notice must inform the readers about the 5 W's:
   - — What is going to happen (that is, the event)
   - — Where it will take place (Place of action, if any)
   - — When it will take place (that is, the date and time)
   - — Who can apply or is eligible for it (for whom)
   - — Whom to contact or apply to (that is, the issuing authority).
3. The heading 'Notice' to make it very clear.
4. Only the most important points should be written.
5. The sentences should be short and grammatically accurate. These should be in the passive voice as far as possible.
6. The word limit for a notice is 40-50 words (only the words in the body of the notice are counted).

7. Bold letters, catchy slogans, striking words and phrases should be used to increase the visual appeal of the notice.
8. Standard abbreviations are allowed.

Format of Notice writing :

A notice has a specific format. It should be written in the following format:

1. Name of the Organisation followed by the Title 'Notice.'
2. Purpose of the notice.
3. Date
4. Body of the notice- essential information including time, place, and contact details
5. Writer's signature- Name in Block letters with designation.

FORMAT OF A NOTICE

NAME OF ORGANISATION/OFFICE ISSUING THE NOTICE

Date

HEADING

Content / body of the notice
(It should include)
Why—Purpose
What—Event
When—Date
Where—Venue & Time
Whom—Invites for the event

Signature

Name

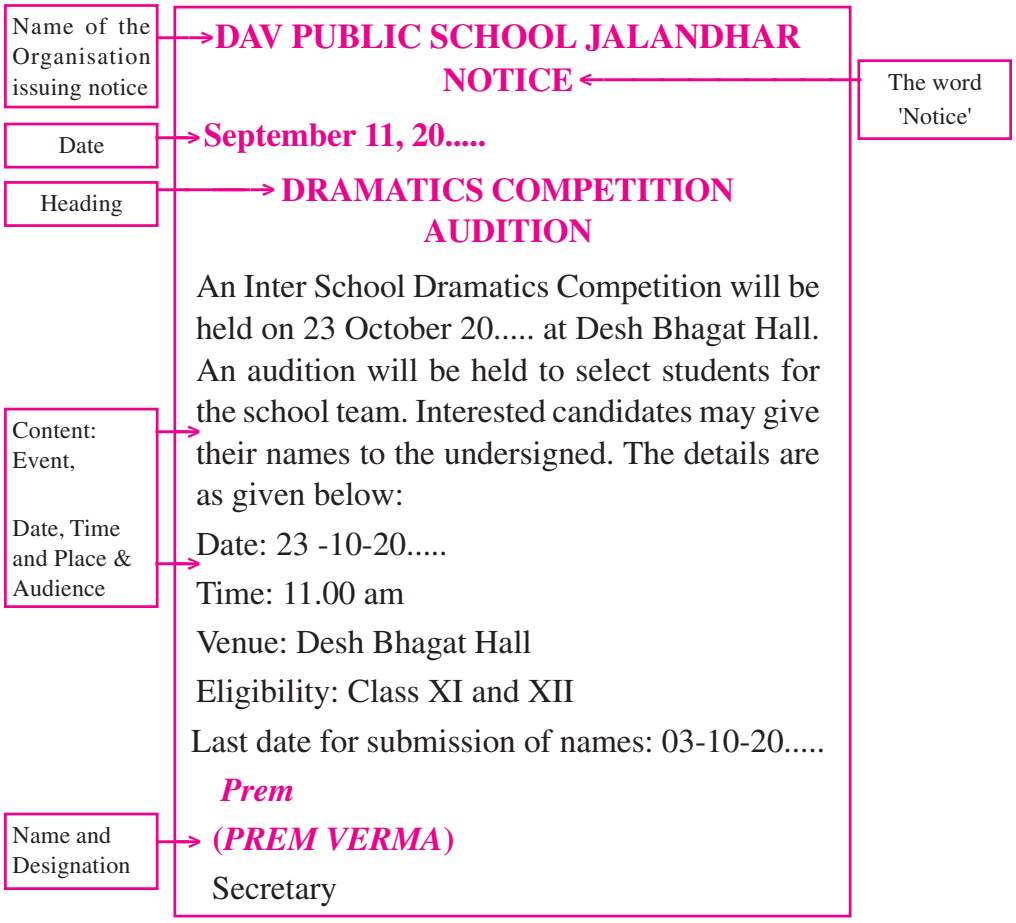
Designation

Notices can be of these types :

1. School/ Educational Notice
2. Public Notice
3. Tender/ Auction Notice

SAMPLE NOTICES

1. You are Prem, the Cultural Secretary of D.A.V Public School, Jalandhar. You have been asked to inform students of class XI and XII about an inter School Dramatics Competition. Draft a Notice in not more than 50 words for the students' notice board with all important details. Put the notice in a box.


Name of the Organisation issuing notice
DAV PUBLIC SCHOOL JALANDHAR
NOTICE
The word 'Notice'
Date
September 11, 20.....
Heading
DRAMATICS COMPETITION AUDITION
An Inter School Dramatics Competition will be held on 23 October 20..... at Desh Bhagat Hall. An audition will be held to select students for the school team. Interested candidates may give their names to the undersigned. The details are as given below:
Content: Event,
Date, Time and Place & Audience
Date: 23 -10-20.....
Time: 11.00 am
Venue: Desh Bhagat Hall
Eligibility: Class XI and XII
Last date for submission of names: 03-10-20.....
Prem
Name and Designation
(PREM VERMA)
Secretary

2. You are Puneet, Secretary of the CCRT Cultural Club, Moga. Your club is organizing an educational tour for the students. Draft a notice for students to join the educational tour.

CCRT CULTURAL CLUB, MOGA
NOTICE

July 22, 20.....

EDUCATIONAL TOUR

It is for the information of all concerned that CCRT Cultural Club, Moga is organizing an educational tour to the historical places around Delhi and Agra for the students of class XI and XII from July 29, 20..... to July 31, 20..... Interested students should give their names and deposit Rs. 2500/- each to the Secretary of the CCRT Cultural Cub, before July 25, 20.....

Puneet

(*PUNEET*)

Secretary, CCRT Cultural Club

3. You lost your wrist watch yesterday in your school playground. Draft a notice for the loss of your watch.

ROOTS PUBLIC SCHOOL NOIDA

NOTICE

March 02, 20.....

LOST

My wrist watch was lost yesterday in the school playground. It is a Titan watch with a golden brown leather strap. Anybody who finds it should contact the undersigned or inform at mobile number 1234567891.

Manav

(*MANAV SINHA*)

Class XI

4. You are the Head Girl of your school. Your school will be celebrating Children's Day with a lot of activities. Draft a notice informing about the children's day celebrations at your school.

S.D. MODEL SCHOOL , LUDHIANA

NOTICE

Nov. 04, 20.....

CHILDREN'S DAY CELEBRATION

All the students are informed that Children's Day will be celebrated in the school on Nov. 14, 20..... On this day many activities will be organized like Painting Competition, Quiz Contest, Essay Writing Competition and Poem Recitation programme. All are requested to attend the celebrations. The students who want to participate in activities may give their names beforehand to their class in-charge.

Manisha

(*MANISHA SHARMA*)

Head Girl

5. You are Secretary of Students Welfare Society of your college. Your college is organizing a blood donation camp. Draft a notice announcing the details about the Blood Donation Camp.

GOVERNMENT COLLEGE LUDHIANA

NOTICE

February 11, 20.....

BLOOD DONATION CAMP

The college is organizing a blood donation Camp on February 20, 20..... from 11.00 am to 5.00 pm in the college Main Hall. The volunteers/ donors will be awarded certificates and donor badges. Please arrive and donate blood to save precious lives.

Rajan

(*RAJAN SRIVASTAVA*)

Secretary , Students Welfare Society

6. Draft a public notice for meeting of the Executive committee of the welfare society of your locality to discuss the problem of breakout of Dengue fever in your residential area.

AMANDEEP AVENUE WELFARE SOCIETY , MOGA

NOTICE

May 20, 20.....

PROBLEM OF BREAKOUT OF DENGUE FEVER

A large number of cases of dengue fever have been reported in our residential area. It is a matter of great concern for all us. A meeting of the executive committee will be convened on May 27,20-- at 4.00 pm at the Community Centre to discuss the immediate steps to check the spread of dengue. All the executive members are requested to attend the meeting.

Radha Krishnan

(*RADHA KRISHNAN*)

Secretary, A A W Society

7. You are the head boy of your school. Your school is organizing an NSS Camp. Draft a notice for all students announcing the details of the camp.

SARASWATI VIDYA MANDIR, JAGRAON

NOTICE

May 28, 20.....

NSS CAMP

The NSS unit of our school is organizing a one day camp in the nearby village Ramgarh on June 2, 20..... . The main purpose of the camp is Swachh Bharat Abhiyan initiated by the honourable Prime Minister with special focus on cleanliness and pollution control. Volunteers should contact the NSS office in the school.

Arjun

(*ARJUN SHINH*)

Head Boy

8. You are Srinivasan, Assets Manager SBI. Your bank requires space for opening a new branch. Draft a Public Notice for hiring of premises for your branch.

STATE BANK OF INDIA

NOTICE

September 22, 20….

LAND ON LEASE REQUIRED

India's biggest nationalized bank requires premises measuring 400 by 600 sq. meters on lease basis in Focal Point area. The premises should be within the limits of the Municipal Corporation. The lease will be for a minimum period of ten years. All the legal clearances for opening the branch of the bank will be obtained by the landlord. The interested parties must submit their offer covering all the relevant details within seven days of the publication of this notice at the given address.

Srinivasan

Assets Manager, SBI

Regional Office, Bathinda

9. You are purchase manager of Fergusan Sugar Mills, Mumbai. Draft a tender notice for the purpose of buying some furniture for a firm.

FERGUSAN SUGAR MILLS, MUMBAI

NOTICE

August 29, 20….

TENDER NOTICE

Sealed tenders are invited for supply of office furniture like office tables, chairs and almirahs. Tenders should reach this office before 05:00 p.m. on September 11, 20…. . The supplier should have minimum five years expertise in the field of supplying office furniture.

Sd/- Manager

Purchase Deptt.

10. You are General Manager of BSNL. Draft a notice for the auction of VIP numbers of BSNL to general public.

BHARAT SANCHAR NIGAM LIMITED

NOTICE

Oct. 10, 20.....

AUCTION OF VIP NUMBERS

An open auction of reserved telephone numbers available with the BSNL Regional Office (North) will be held for general public auction at 10.00 a.m. on October 29, 20..... at Regional Office (North), BSNL Headquarters, Chandigarh. All the interested individuals, companies or firms are invited to participate in this auction. Further details can be obtained from the BSNL office. The successful bidder/bidders will have to deposit the amount immediately.

sd/- General Manager

BSNL.

ADDITIONAL NOTICES FOR PRACTISE

1. You are Amrinder, Secretary of the Eco Club of your school. Write a notice for the students about the celebration of 'Ban Plastics Day' to create awareness regarding the dangers of using plastic products. Put the notice in a Box.
2. You are Krishna, the Head Boy of Guru Nanak Public School, Nabha. You found a tiffin-box in the playground. Draft a notice for the school notice board. Put the notice in a box.
3. You are Priya, the Head Girl of S.D. Public School, Moga. Your school is organizing Annual Day Function. Your School activities In-charge has asked you to call a meeting of all the members of the School Students Council to allocate different duties for the Annual day Function. Draft a notice for all the members to attend the meeting. Put the notice in a box.
4. Suppose you are Akshay. You are Secretary of Arya Model Senior Secondary School, Ludhiana. Write a notice for the students informing them the details of an inter-class Science Quiz to be organized in your school.

5. Suppose you are Navneet, the President of the Reader's Club of your school. 'Penguin Books' is organizing a Book Fair in your school to promote the habit of reading among students. Draft a notice inviting the students to visit this fair and get the best books. Put the notice in a box.

6. You are Muskan. You are the Secretary of 'Literacy Club' of Government Senior School, Bhim Nagar, Moga. Your school is organising a lecture by the famous English author, Ruskin Bond during the 'Literacy Week' being organized in your school. Draft a notice informing the students about the lecture.

7. You are Mohan, Sports Secretary of R.S.D. College, Firozepur. Your college is organizing a T-20 match with a nearby college. Draft a notice for the students giving them details about time and venue etc.

8. Your District Transport Officer has issued an advisory for a week long Anti-Pollution drive in your district. Draft a notice about it for the general public.

9. The Northern Railways, Ambala has issued a public notice for some special trains for the comfort of passengers arranged during celebration of the 'Kumbh Mela' at Kurukshetra. Draft a notice giving the details about the trains' and their schedule.

10. As the School Head Girl of your school, you are organizing a Career Counselling Seminar for students of class XI and XII. Draft a notice for these students giving details about the timing and venue.

11. You are Aarti, Secretary of Social Welfare Club of Saraswati Vidya Mandir, Khanna. Your school is organizing a special cultural show in aid of children with Special Needs of your city. Draft a notice informing your school children about the details of this programme.

12. You are Yogesh, Head Boy of Jain Public School, Barnala. Draft a notice regarding a bicycle found in the school campus.

13. You are Lovepreet, President of Guru Gobind Singh Apartments Society, Mohali. There is a problem of frequent power failure in your society. You want to organize a meeting to find a solution to this problem. Draft a notice for all the residents inviting them to attend the meeting.

14. You are the President of Eco Club of your school. Draft a notice requesting the students to keep the school campus clean and green.

15. You are Sujan Singh, Exective Engineer with State Highways Authority, Punjab. Draft a tender notice for the widening of the road between Chandigarh and Ludhiana.

16. Suppose you are the Principal of Government Senior School, Dhaliwal. Your school needs some new desktop computers. Draft a tender notice for the supply of the desktop computers.

17. Suppose you are the Principal of Swami Vivekananda School, Jalandhar. Your school wants to dispose some of the old desktop computers and printers. Draft a tender notice for the sale of the old desktop computers and printers.

18. You are the property In-charge of your school. Your school is constructing a new class room. Draft a tender notice for the supply of construction material for the room.

19. Your father has left an old Fiat car for you. You do not need it. So, draft a notice for its auction.

20. Your school has some old furniture and almirahs lying in the stores. Draft an auction notice for their disposal.

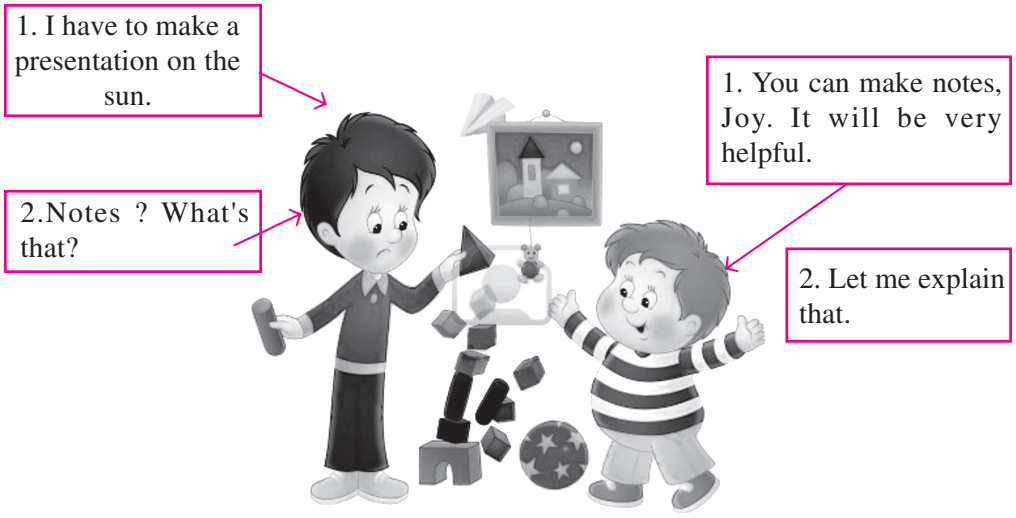


12 NOTE MAKING

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Explain what is Note Making
* Learn and use about various steps while making notes.
* Learn use of abbreviations in the Notes


1. I have to make a presentation on the sun.
2.Notes ? What's that?
1. You can make notes, Joy. It will be very helpful.
2. Let me explain that.

A note is a brief record of information or ideas. It is useful as an aid to memory to remember the important points, to prepare for an exam, to be used in a discussion, to be used in a debate or a lecture or a speech delivery.

Note making is a skill. In the present competitive world, we read or listen to numerous kind of information. It is not easy or possible to keep everything stored in mind, so it is, indeed, important that we develop the habit of noting down relevant information or details in a concise form i.e in the form of notes.

It is always helpful to compress a large piece of information into a brief, organized and summarised form that can be used as a reference as and when to be used for different purposes.

Note making is an activity that combines many skills. It can be mastered with practice. We need to remember the following features while making notes :

1. Notes should be brief.
2. Notes should be written in third person.
3. Only important details should be included in notes.
4. No illustrations, long explanations or diagrams should be included in the notes.



Note making helps us to :

Remember important details.

Refresh our memory.

Prepare for our exams.

Plan essays, speeches, lectures

And participate in discussions, debates

5. No full sentences, only phrases or words to be used.
6. Logical sequence of information should be presented.

There is a format that we can follow while making notes:

- ✓ Notes may be divided into Main Headings, Sub headings and sub-sub headings.
- ✓ Title or Heading may be used for main heading. (Title/Main Heading should tell us what the main idea of the passage is?)
- ✓ Main heading may be represented with numbers such as 1,2,3 etc.
- ✓ Sub headings can be represented by alphabets such as a. b. c etc. (There can be two or three sub headings.)
- ✓ Sub-sub headings can be represented by numbers such as i, ii, iii etc.

Title (In Block Letters)

1. Main Heading (Underline it)
    1. Sub Heading
        (i) Sub-sub heading
        (ii) Sub-sub heading
    2. Main Heading
        (a) Sub heading
            (i) Sub-sub heading
        (b) Sub-heading
            (i) Sub-sub heading
            (ii) Sub-sub heading

To make the notes brief and condensed, the following points may kept in mind.

1. Use of abbreviations and commonly used symbols.

Words	Abbreviation/ Symbol	Words	Abbreviation/ Symbol
Major	Maj.	Colonel	Col.
Professor	Prof.	Engineer	Er.
Mister	Mr.	For example	e.g.
Standard	Std.	Please turn over	P.T.O.
Superintendent	Supdt.	Science	Sc.
United States of America	U.S.A.	United Kingdom	U.K.
		Information	Info.
Government	Govt.	Association	Assn.
Assistant	Asst.	Company	Co.
Road	Rd.	General Post Office	G.P.O.
Sergeant	Sgt.	Greenwich Mean Time	G.M.T.
By the hundred	Percent	American Dollar	$
Positive	+ve	Pound	£
And	&	Etcetra	Etc.
Family	fmly	Aviation	Avt.

2. Some innovative abbreviations can be used.

For Example : Programme-Pgme, Principal-pr. ; Secondary-Sec. Educational-Edu'nal

3. Avoid irrelevant details.
4. Use alternative words for longer words.

Note making is a useful skill. It should be developed with consistent practice. Notes are useful for students in school/board examinations.

Some of the steps to be followed while making notes are as given:

1. Read the passage carefully.
2. Try to understand the theme and subject of the passage.
3. Try to find the answer to questions as 'What is this passage about?' and try to get the gist.
4. Identify main ideas and important supporting details.
5. Give heading and sub heading and sub-points.
6. Use proper layout/ format.
7. Use recognizable abbreviations wherever possible.

SAMPLE PASSAGES

1. **Read the following passage carefully and make notes using suitable abbreviations.**

The concept of disposal of Plastic waste is becoming outdated with time since disposal cannot be a good option in the long run and requires lots of remedial measures to be taken; hence it is preferable to reuse the plastic. Gasification refers to thermal decomposition of plastic matter under inert atmospheric conditions with limited supply of air. To gasify PVC/chlorinated plastic, gasification should be carried out at lower temperature to remove chlorine subsequently, the temperature must be raised. However, there are problems in controlling the combustion temperature and quantity of unburned gases. Though recycling is a good option, still it does not offer a complete solution for managing plastic waste. In India, about 40% of the plastic waste is recycled yet there are many problems associated with recycling of plastic waste. Firstly, recycling can be done twice at the most; after the third/fourth recycling the plastic is totally unfit for reuse and ultimately ends up in land filling.

Secondly, sorting the plastic is difficult as well as expensive proposition. Plastics contain a wide range of fillers and additives and often they are associated with metal, glass etc.

Title : Disposal of Plastic Waste.

1. Concept of Disposal of Plastic Waste :

(a) Gasification

(i) Gasify PVC/chlorinated plastic at lower temperature

(ii) To remove chlorine, raise temperature.

(b) Recycling

(i) Good option

(ii) Doesn't offer complete solution

2. Problems associated with Recycling :

(a) Limited cycles

(b) Diversity

(i) Many types

(ii) Difficult to sort

(iii) Expensive

Abbreviations : Temp-Temperature

Soln- Solution

2. Read the following passage carefully and make notes using suitable abbreviations.

Located at the NASA Research Center, in Iowa is a 5000–gallon vat of water tank, and inside the tank is an underwater treadmill designed by Dava Newman, an aerospace Er. For four years, Newman observed scuba divers as they simulated walking on the Moon and on Mars on her underwater moving belt. She wanted to discover how the gravity of the Moon and of Mars would affect human movement. To do this, Newman attached weights to the divers and then lowered them into the tank and onto the treadmill. These weights were carefully adjusted so that divers could experience the underwater gravity of the Moon and of Mars as they walked on the treadmill. Newman concluded that walking on Mars will probably be easier than walking on the Moon. The Moon has less gravity than Mars does, so at Lunar gravity, the divers struggled to keep their balance and walked awkwardly. But at Martian gravity, the divers had

greater traction and stability and could easily adjust to a pace of 1.5 mph. As Newman gradually increased the speed of the treadmill, the divers took longer graceful strides until they comfortably settled into an even qukr. pace. Newman also noted that at Martian gravity, the divers needed less oxygen.

Title: Newman's Experiments of Gravity on Moon and Mars.

1. Newman observed Scuba divers
- (a) Scuba divers simulation
- (b) Effect of gravity on human movement
  - (i) On Moon
  - (ii) On Mars.

2. Use of weights
- (a) Weights attached to divers
  - (i) Divers lowered into tank and onto the treadmill
  - (ii) Divers walked with weights
  - (iii) Experienced the gravity during walks

3. Newman's conclusions
- (a) Moon has less gravity
  - (i) Divers struggled to keep balance at Moon
- (b) Under Martian gravity, divers could walk with stability.
  - (i) Divers took longer strides and settled into qukr. pace
  - (ii) Divers needed less oxygen

Abbreviations : Er.- Engineer

Qukr.-Quicker

Mph.-miles per hour

3. Read the following passage carefully and make notes using suitable abbreviations.

Pollution and other environmental problems are often considered to be the direct result of a country's development. Industrialization, growing number of factories, people's capability of purchasing more vehicles and electronic devices etc. are often related to the economic condition and growth of a nation. These factors are responsible for raising the level of pollution.

Firstly, it is a matter of fact that pollution and environmental problems are more prominent in poor countries than in the rich countries. Air, sound and water pollution in countries like India and Bangladesh is far dangerous than in developed countries like Australia, Canada and the UK. Furthermore, the number of factories does not represent the amount of pollution it causes. For instance, recent researches have made it clear that only a few garment factories in a country like Bangladesh cause far more damage to the air and water resources than hundreds of bigger industries do in the United States.

Secondly, economic development does not mean that a country will have industries and factories all over the country. Proper planning and inspection from the government can ensure the minimal emission of gas and other toxic elements into the water and air. For instance, industrialization does not cause as much deforestation as does human greed, lack of monitoring and implementation of laws in many countries.

Finally, pollution is a global issue and proper laws and their enforcement laws can reduce it to a great extent. We cannot stop the natural causes of pollution but greater percentage of environmental pollution is caused by the human actions. Planting trees is the best solution for air pollution, as it reduces the carbon ratio in the air and releases oxygen. Furthermore, reduced usage of fossil fuels also helps to mitigate the air pollution. The government should educate and encourage people to use alternative sources of energy and help people to recycle and reuse the products.

Title : Environmental Problems and Pollution

1. Pollution and development
   (a) Different causes of Pollution
      (i) Industrialization, more vehicles, electronics

2. Poor countries produce more pollution
   (a) India, Bangladesh vs. Australia, England
   (b) No. of industries; not a deciding factor
      (i) Less industries in Bangladesh, far more damaging than U.S.

3. Deciding factors in minimizing pollution
   (a) Proper planning; the amount and place of industry
   (b) Govt. surveillance: factories' gaseous emission and sewage disposal, De-forestation.
   (c) Human greed

4. Dealing with Human actions
   (a) Educate people; plantation of trees, alternative forms of energy
   (b) Reduce carbon ratio in air, reduce usage of fossil fuel
      (i) Law enforcement
      (ii) Effective management

Abbreviations :

No.-Number

Govt.-Government

vs.-Versus

4. Read the following passage carefully and make notes using suitable abbreviations.

Child abuse may be defined as any attempt or action to harm a child by the near ones. It is often done by parents, teachers and the elders or those who are closely related to the child. Abuse, on the other hand, is any non-accidental physical attack or injury to children by the individuals caring for them. In simple words, it can be beating, maltreatment and severe punishment to a child. Physical abuse is extremely dangerous to the child and can result in permanent physical and mental disabilities.

Abuse appears in families for many different reasons. One reason for abuse and neglect by parents is that they do not understand the needs of their children. Another cause for abuse and neglect is poverty. It is noticed that in poor families, parents tend to care less for their children. Cases of child abuse increase a lot in case the parent, especially the father, loses a job. In such cases, children become the medium through which the parent release their angry feelings. Besides, if parents are addicted to drugs or alcohol, the chances of child abuse and neglect become very high.

To protect the child from such an abuse, we need a decisive set of laws that protect the rights of the child inside the family. Abusive parents must be punished. There should be a helpline where the kids can report to protect themselves. If no such helpline exists, children will be abused in silence, and all the laws to prevent child abuse will not have any value. The helpline can be used by kids, teachers and even the neighbours, if they notice any sufferer nearby.

Public awareness is also very important to prevent the problem of child abuse. The only way to do so is to establish specialized agencies for the

protection of child rights, and to educate the public about their obligations towards these agencies and the children of the community. The role of media is most important in educating parents to protect their kids from child abuse. It is better to start education on child abuse in school programmes.

1. Child abuse
   - (a) Agents : close or first relations
   - (b) Effects of child abuse: leads to disabilities
2. Causes of child abuse
   - (a) (i) Parents' neglect: needs of children misunderstood, poverty, jobless parents
     - (ii) Drug addiction of parents enhances child abuse
   - (b) Children serve as vents for parents' anger
3. Protection of kids
   - (a) Need of strict laws
     - (i) Prov. of helpline
     - (ii) Moral resp. of teachers' parents' and society
     - (iii) (a) Pub. awareness
       - (i) Establishment of a special agency
       - (b) Role of media in educating the masses.
       - (c) Effective school programs

Title: Child Abuse: Causes and Preventions

Abbreviations:

prov.-provision

Resp.-responsibility

Pub.-public

5. Read the following passage carefully and make notes using suitable abbreviations.

English has become the default global language. Someone who speaks English can travel all over the world without experiencing any difficulties. English is also the language of business and science. Scientists from all over the world are publishing their studies and papers in English and thus their research is reaching most people around the globe. Almost all journal articles, conference papers and even human

case studies are in English. Therefore, these merits validate the importance of the English language.

Hoards of students migrate abroad for higher studies. English is the most preferred language in which they continue their studies. Most of the countries have set English language benchmarks for different educational courses. To attain these language levels, students have to appear in different, internationally accepted, language testing systems. The use of English as the global language in the fields such as business, university studies, and research has improved the communication and exchange of information. Trade transactions among business entities from different lands have been empowered by this Shakespearean language settled as the primary language in this sector.

People in some countries find learning English to be extremely difficult because of the extreme differences in written expression. For example, each symbol is a word in the Chinese language, hence learning English may be an arduous task for the Chinese people. Consequently, people from Non-English speaking nations have to learn English as a second language in addition to their native language. And none of these are valid excuses for not learning English because someone who speaks English has a clear advantage over someone who doesn't speak English.

Title : Importance of English Language and its challenges

1. English-a global language:
- (a) Most preferred tourists Language.
  - (i) Lang. of Sci. and busi: researches and other works.
  - (ii) Validation of need of learning

2. Scope of English Language
- (a) Migration of students
  - (i) For higher studies
  - (ii) Internationally set lang. b-marks and English testing syst.
- (b) Global communication and trade facilitation.

3. Challenges in learning English
- (a) Difference of exp. in diff. lang.
  - (i) add. lang. along with native lang., for non-English speakers
  - (ii) English users are advantaged over non English speakers.

Abbreviations:

lang.-language	syst.-system
diff.-different	sci.-science
add.-additional	busi.-business
exp.-expressions	
b-marks-benchmarks	

PASSAGES FOR PRACTICE

6. Read the following passage carefully and make notes using suitable abbreviations.

Social media has impacted the world in many ways. Millions of people are using Facebook, Twitter and Instagram worldwide. Such websites have proven to be the best way to connect and communicate with friends and family. These have also become the best tool to keep oneself abreast with latest buzz in every field. These are so convenient that one tends to forget that such tools are to be used very judiciously. One needs to learn to be a responsible social media user. Especially young children must be taught to use social media very carefully. It is the responsibility of the parents and teachers to teach them the proper use of social media.

Facebook started by Mark Zukerberg is the most used social media tool. Its business depends on persuading people into sharing their personal experiences with public or their known people. Posting pictures and updating status has become an important part of their daily routine. No one is immune to its addictive effect. Periodically looking at their phones for any updates has become a norm for people. Users must be made aware of the fact that sharing personal details and photos can be misused by criminals or anti-social elements. One must understand that every post on Facebook or such sites is not always backed by facts or truth. One must not make friends with unknown persons. Time and effort spent on social media can be used productively. Some people may use social media to spread religious fanaticism or hatred. Social media should be used to help connect

with people not to disconnect or disintegrate from mainstream. It should be used to bring harmony and love only.

7. Read the following passage carefully and make notes using suitable abbreviations.

Windows give the character to a house, just as final features reflect the personality of a face. Small changes in style, finish or proportions of windows can destroy the spirit of home. Consider carefully the effect that changes will make to the outside as well as the inside of the building. Until the seventeenth century, most windows were of the four-panel casement type. They opened outwards (or inside) like a door on butt hinges. The particular irregularity of the glass is important, and such windows are ruined by insensitive and mechanical metal casements and phoney lead lights. Thereafter, sash window became more common in Britain and America. Usually, they open vertically, but horizontal-sliding sash windows have a peculiar charm and work well in wide, low frames. Today, we see greater use of glass, but originally windows were busily divided by mullions. The fine art of fenestration seems to have fallen by the wayside. Proper leaded lights, decorative Geogrian fan-lights, and the dignified proportions conveyed by a satisfying geometry of wooden mullions seem to be a thing of the past. Replacing old windows with modern versions is almost always to the detriment of the house. Unfortunately, almost all double-glazing is hideous and metal-frame windows are heinous, terrible crimes committed in the name of fuss-free windows. And blocking in a window or a glazed door can have a quite disproportionate effect on the light within–look closely at the path of light shed by the glazing in question before you decide to remove it.

8. Read the following passage carefully and make notes using suitable abbreviations.

In negotiation, tactics and strategy are many a time mixed up. In simple words, tactics means negotiating small scale and short term interim issues whereas strategy is about large-scale, long term and final outcomes. For example, the strategic decisions about a journey will be about where the journey is from and to, the mode of travel – car, train, plane or boat- and when the journey takes place. On the other hand, from a tactical

point of view, you would think of route and the terrain, the kind of traffic and other details regarding the nature of interaction with different people enroute this journey. So in negotiations, strategically you are more focused on the outcomes of your journey and tactically you think how to react to a situation or an action. To be a successful negotiator, you need to take into account both these factors. We must choose them with care and with due regard for the outcome that we yearn for. Also, they must be very effectively used. Having common interests with the negotiator will be an added advantage while making a negotiation. Such strategy leads to mutually beneficial agreements that can result in greatly satisfying the needs of all parties. Such a strategy will require a high level of trust and a willingness to share ideas and make adjustments.

9. Read the following passage carefully and make notes using suitable abbreviations.

Swami Vivekanand wrote: We say, "Newton discovered Gravitation." Was it sitting anywhere in a corner waiting for him? It was in his mind. The time came and he found it out. All the knowledge that the world has ever received in comes from the mind. The infinite library of the universe is in your own mind. The external world is only the suggestion, the occasion which sets you to study your own mind. No one was ever really taught by any one. Each of us has to teach himself. The external teacher offers only the suggestion which rouses the internal teacher to work to understand things. You cannot teach a child any more that you can grow a plant. The plant develops its own nature. The child also teaches himself. But you can help him to go forward in his own way. Parents are constantly taxing their children to read and work, telling them that they will never learn anything and calling them fools and so forth; they later do actually turn out to be so in many cases. If you speak kind words to them and encourage them, they are bound to improve in time.

10. Read the following passage carefully and make notes using suitable abbreviations.

The energy conservation in street lighting is a new concept. But various technologies applied to achieve the goals are not new. It has been adopted

and tested in various industrial and medical applications from decades. So, these technologies are trustworthy, when adopted at street lighting energy conservation. This will yield results in conserving the electrical energy. However, when such technologies are applied in public domain, the measurement and verification procedures should be strong and should be in place before implementing such projects. In case of energy efficiency projects in Karnataka, there was no baseline of energy consumption. As a result, it has become very difficult to realize the savings on records. So, without baseline reference, crystalline realization of Energy Savings is impossible. These projects were implemented for a portion of the entire town/city. The maximum area covered under the project is about 20% of the total city lamp population. Under such circumstances, it is difficult to bifurcate and analyses the bills. Moreover, billing pattern from electricity companies to the municipalities is very erratic and needs lots modifications.



13 MESSAGE WRITING

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Explain and understand the purpose of Message Writing.
* Explain Message Writing and its features.
* Explain the steps in Message Writing.
*

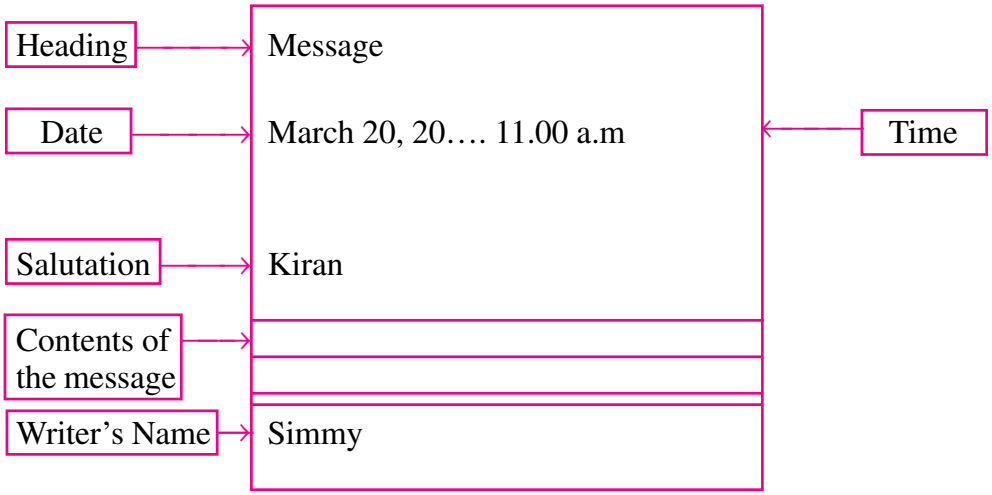
A message is a brief piece of information shared with someone. It can be an oral message or written message. The written message is prepared to convey some information to a person/persons who is/are not at hand. Although there are many alternatives available these days to convey message to someone, like SMS, telephone/Mobile call or WhatsApp, etc. still message writing is a vital means of communication as it reduces the barriers in communications. It can provide clear and concise information effectively.

The information in a message is actually based on a conversation between two persons. The details are written in an appropriate style and format so that it conveys the correct and relevant information to the receiver.

Key points to remember while writing a message.

1. Place the message in a box.
2. Avoid writing the address of the sender as well as the receiver.
3. Stick to word limit of 50 words.
4. Mention the time and date of writing the message.
5. Use appropriate salutation.
6. Use indirect speech.
7. The language should be simple and easy to understand.
8. Include only important and relevant details.
9. Make use of appropriate symbols and abbreviations.
10. Write your name at the end of the message.

FORMAT



MESSAGE WRITING SAMPLE 1.

1. Read the telephonic conversation between Nidhi Sharma and Pulkit.

Nidhi Sharma : Hello! Is it 20xxxx10?

Pulkit : Yes. May I know who is calling?

Nidhi Sharma : This is Nidhi Sharma. Can I speak to Madhu?

Pulkit : No, she has gone to the library.

Nidhi Sharma : Please tell her that her interview scheduled today at 12:30 p.m., for job at BSNL office, has been postponed by one day. Now it will be held tomorrow at 11.00 a.m. sharp at the same place. She should reach BSNL office in time and also bring her original certificate along with two sets of photocopies. Don't forget. It's important.

Pulkit : Sure, I will convey the message.

Nidhi Sharma : Thanks.

MESSAGE

December 2, 20….. **09.30 a.m**

Madhu

Nidhi Sharma from BSNL office called to tell you that your interview scheduled for 12:30 p.m. today has been postponed by a day. Now it

Contd.

will be held tomorrow at 11:00 a.m. sharp. Reach the BSNL office in time along with all your certificates.

Pulkit

SAMPLE 2

2. Read the telephonic conversation between Manav and Sonam.

Manav : Hello, May I speak to Simran?
Sonam : I am sorry. She is not at home.
Manav : Why didn't she come to school today?
Sonam : She has gone to attend a marriage with her mother.
Manav : Will you please convey my message to her?
Sonam : What is it?
Manav : Tell her to bring my drawing and sketch book to school tomorrow. She should also get a set of oil colours. I shall meet her at the school tomorrow.
Sonam : Ok. I will tell her.
Manav : Thanks.

As Sonam was to go out for a meeting, she wrote the message for Simran.

MESSAGE

October 11, 20…… **05:30 p.m.**
Simran

Manav rang up to tell you that you should take his drawing and sketch book to school tomorrow. He has requested you to carry a set of oil colours also. He shall meet you in the school.

Sonam

SAMPLE 3

3. Read the telephonic conversation between Karan and Supriya.

Karan : Hello Supriya, where is Prem?
Supriya : He has gone to the market.
Karan : Please tell her that I am going out for two days, so I will not be joining her for daily practice sessions in the evening.

Supriya : Fine. Is there anything else I shall tell him?

Karan : Yes, tell him to inform Shagun and Raman also about my programme.

Supriya : Ok.

Karan : Ok. Bye.

As Supriya has to go out, she writes a message for Prem.

MESSAGE

July 20, 20….. **11:00 a.m.**

Dear Prem

Karan rang up to tell you that he will not be joining you for practice sessions in the evening as he is going out for two days. He has asked you to inform Shagun and Raman also about his programme.

Supriya

SAMPLE 4

4. Read the telephonic conversation between Aradhya and Aman and write the message.

Aradhya : Hello, Aman. Can I speak to Mother?

Aman : Mother is not at home. She has gone to a neighbour's house.

Aradhya : I have been selected for Inter-State Debate competition to be held at New Delhi. I have to leave for Delhi tomorrow at 05:30 a.m. Please ask mother to do my packing for this programme as I will be back home late tonight from the college library.

Aman : Fine, I will tell mother.

MESSAGE

April 29, 20….. **6:00 p.m.**

Dear Mom

Aradhya rang up in your absence to inform that she has been selected for Inter-state Debate Competition to be held at New Delhi. She shall be leaving tomorrow at 05:30 a.m. Please pack her bags for this programme as she will be home late tonight from the library.

Aman

SAMPLE 5

5. Read the telephonic conversation between Manjit and Prem and write the message.

Prem : Hello, Is this Palak on the other side?

Manjit : No, I am Manjit, Palak's sister. She has gone out to the market and shall be back after two hours.

Prem : This is Prem here. Please tell her that my birthday falls on 11 October and that she is invited to my birthday party at 07:00 p.m. at my house. I shall be waiting for her.

Manjit : I'll convey your message.

Prem : Thanks a lot.

Manjit writes the message for Palak :

MESSAGE

January 01, 20…… **09:30 a.m.**

Dear Palak

Prem rang up to invite you to his birthday party on 11 October 2017 at 07:00 p.m. at his house.

Manjit

SAMPLE 6

6. Read the following telephonic conversation and write the message.

Minakshi : Hello, Is it Mr. Chadha?

Gopal : Mr. Chadha is busy on the shop floor. Is there any message for him?

Minakshi : Yes Sir. Please tell him that boss has called an urgent meeting of all department heads in his Conference Room at 02:00 p.m. today. Please ask him to bring the latest production details of this month.

Gopal : Sure, I'll convey your message.

Minakshi : Thank You.

EXERCISE FOR PRACTICE

1. Read the following telephonic conversation and write the message.

Kunaal : Hello ! Can I Speak to Jasmine?

Saina : Hello ! Jasmine is not at home. I am her friend.

Kunaal : Would you please give my message to her?

Saina : I will. Please tell me what do you want me to tell her.

Kunaal : Kindly tell her we shall be visiting her office tomorrow at 11.00 a.m. for Accounts inspection. She should keep her records ready.

Saina : I will convey your message to her.

2. Read the following telephonic conversation and write the message.

Mrs. Gupta : Hello ! Am I speaking to Seema?

Maid : Good morning, Madam. Memsahib is not at home. I am her maid.

Mrs. Gupta : Will you convey my message to her?

Maid : Please tell me madam.

Mrs. Gupta : Please tell her that my son is getting engaged on this Saturday. The marriage ceremony is going to be solemnized at Hotel Taj, Mumbai on coming Monday at 07:00 p.m. She, along with her family, is invited to attend the ceremony. Her attendance will be highly appreciated.

Maid : I will convey your message.

Mrs. Gupta : Thanks.



14 LETTER WRITING

Learning Objectives After the completion of this chapter, the learner will be able to :

* Explain the purpose of Letter Writing.
* Write different types of letters like
  * Personal letters
  * Social letters
  * Official letters
  * Business letters
  * Applications
  * Letters to the Editors

Letter writing is an art. Private and friendly letters should be a conversation on paper. They are the most important means of written communication between persons who are far away from each other. Letter writing is silent and exact talking through paper, pen and post.

Every literate person should know how to write a clear and effective letter. Letters may be intimate, formal and personal in nature. A good letter must be simple, but impressive. It should be written in clear handwriting. In the words of Charles Lamb, "A letter writer must be respectful to superiors, courteous to inferiors, familiar to friends, affectionate to relatives, simple to children, tender and sympathetic in condolences, lively and joyous in congratulations, forceful and impressive in weighty matters and easy and sprightly on lighter topics.

A letter is a permanent record of communication that we can always refer to later. It reflects the personality of the writer. We must nurture the art of writing letters as it can be a very effective tool for fostering lasting relations and leaving good impression on other people as well as organisations.

We can broadly classify letters as below :

1. **Formal Letters :** Business/Official letters/Circulars/Orders/Letters of Public Interests/Enquiries/Letters to the editor.
2. **Informal Letters :** It includes all personal letters.

There are certain common features of all types of letters. Every Letter in general includes these parts :

1. **The Heading :** The heading contains the address of the writer and the date of writing the letter. The addresss is written on the top left hand corner, followed by the date as October 11, 20.... and not as 11/10/2017. The whole thing should be arranged in a manner which is pleasing to the eyes. Each line should be just below the first. The address and date should be written as below :

   110, Paltan Bazaar

   Dehradun

   October 11,20....

2. **The Salutation/Greetings :** It is the complimentary term used to start a letter. It is written on the left side of the page, below the address. The form of salutation depends on the intimacy or relationship between the writer and the person for whom it is written.

3. **Body of the Letter :** It is the most important part of the letter and should be written very carefully. It contains the main subject matter. The writer should think what he needs to communicate and arrange his thoughts in a proper order.

   He should write in short and simple sentences. Difficult words should be avoided. He should divide the main message of the letter into paragraphs. A good letter must not end abruptly.

4. **Subscriptions/Courteous leave taking :** For a letter to have an effective ending, certain form of leave taking is important. This is written after the last line of the letter**.** The form of subscription will depend on the salutation used before the beginning of the letter**.**

5. **Signatures :** The signature and the name of the writer is written below the subscription.

   Yours sincerely

   P. K. Verma

   A lady generally writes her full name before her surname, so :

   Yours affectionately

   Babita Bagga

   While writing to a stranger, a lady may write Miss/ Mrs. within brackets before her name, thus :

   Yours affectionately

   (Mrs.) Meenakshi Aiyer

6. **The superscriptions :** It consists of the name and address of the person to whom the letter is written. It is written on the envelope in which the letter is to be sent.

S.No	Type of letter	To whom	Salutation (Greeting)	Subscriptions (ending)
1.	Personal	Parents (Father/ Mother)	Dear Father/ Dear Mother	Yours affectionately Or Your affectionate son Or Yours lovingly
		Brother/sister	Dear Brother/ Dear Sister	Your loving brother or Your loving sister or Yours lovingly
		Uncle/Aunt	Dear Uncle/ Dear Aunt	Your affectionate nephew/niece Or Yours affectionately
		Friends	My dear Ashwani/ Alka	Yours sincerely Or Your friend
		Acquaintances	Dear Mr. Verma	Yours sincerely Or Yours truly
2.	Formal/ Official	Business/ official/ Newspaper Editor	Dear Sir or Dear Madam Sir	Yours faithfully or Yours truly Yours faithfully
		Principal/ Teacher	Sir Or Madam	Yours obediently or Your obedient pupil

POINTS TO KEEP IN MIND WHILE WRITING A LETTER

Salient features of an Official Letter/ Business Letter :

Letters are the most common form of written communication used in offices.

In addition to the general layout of a letter, an official letter has some salient features which are as follows :

1. The sender's name and address is written on the top left hand side of the page followed by the date.
2. Then the subject is given above the salutation. It can be highlighted.
3. The first line of the paragraph should have a reference to the previous communication or the subject as mentioned above.
4. An official letter ends with the subscription 'Yours faithfully' followed by the signature and designation of the person who signs the letter.

Salient features of a letter to a Newspaper Editor :

In addition to all the features of an Official letter, it differs in following ways:

1. It is addressed to the editor.
2. It should have a formal tone, with a forceful approach.
3. The reader should be led to the writer's point of view.

Salient features of an application :

As the objective of the application is to present the writer's suitability for the given job/assignment, it has the following additional features:

1. Refer to the post/job applied.
2. Write qualification and experience beginning from the latest to the past.
3. Provide details of the testimonials and Curriculam Vitae.
4. Provide assurance of earnestness and sincerity.

Salient Features of a letter of Complaint :

The following points must be kept in mind while writing a letter of complaint:

1. The mistake which has been committed should be strongly worded.
2. Mention the causes of complaint and its impact on the writer.
3. Suggest the steps that might correct the situation.
4. Be polite as well as factual in presenting the details.

Format of a Personal letter

Sender's house number is to be given first, then the street number and finally the city.

Heading: Writer/ Sender's address

11-A, Sarabha Nagar
Ludhiana

Date: It appears under the address with one space

July 20, 20.....

2. Salutation: Keep the intimacy with the reader in mind

Dear Harry

3. Body of the letter: All the relevant details are to be covered here. There should be a continuity of ideas here.

I received your letter today alongwith some photographs. It is very nice of you to send the lovely pictures of our days together at your place. Indeed, it has been a memorable experience spending those lovely days in the lap of nature at your place. Our day long trekking expedition to the valley of flowers and River side was a dream come true. It has been a wonderful break from the monotonous life of us city goers.

Now the schools have started here. It took me sometime to reorient myself to the school routine. I feel it is important to get back to studies now.

I am looking forward to your visit to my place. I have some thought of selecting an interesting place nearby where we all can go for an outing. My family members will love to have you amongst us.

Looking forward to hearing from you soon.

4. Use leave taking phrases.

5. Subscription and Name : Appropriate Subscription followed by the Writer's Name or Signature

Yours sincerely
Arun

Format of a Formal Letter

Heading: Writer/ Sender's address

Sender's house number is to be given first,then the street number and finally the city followed by pin code .

Hope India Academy
11, Saraswati Towers
New Delhi-110009

Date: It appears under the address with one space

02 January 20.....

Write the Recipient's address with designation and address

The Editor
The Tribune
New Delhi

Subject: Write a brief theme

Subject: Problem of Eve Teasing

2. Salutation: Keep the intimacy with reader in mind

Sir

3. Body of the letter: Give details about the issue mentioned in the Subject. Also give suggestions/ actions to be taken

Through the columns of your newspaper, I would like to share my views about the problem of eve-teasing in the public transport and at public places. It has been on the increase for quite some time now. The girls are facing a lot of awkward moments when they travel in the local train as well as buses for going to school/ college. Groups of young men hang around these places. They pass lewd comments on the girls. They generally stand in the corners and on the roadside near the girls' colleges. They are not even students; some of them are anti-social elements. They can be seen roaming freely at the bus stops and railway station. Many times, they get too close to the girls. They have no fear of law as some of them belong to influential families.

Some of the parents are hesitant to send their daughters to school and college because of such hooligans moving freely in the city areas. This is a serious challenge to the authorities as well. The other day, one person was badly beaten by these ruffians when

he objected to their actions. General public is scared of them now. Some immediate steps need to be taken by the law enforcement agencies. Even civil society organizations need to put pressure on their patrons to draw a line of civil behaviour for these unruly youngsters.

Yours truly

Kamini

(KAMINI)

Director

4. Signature followed by Name & Designation of the writer.

SOME IMPORTANT LETTERS

FORMAL LETTERS

1. Imagine you are Himalaya. Write a letter to the Deputy Commissioner of your district, making out a case for the opening of a dispensary in your area.

403-A, Arjun Vihar
Ludhiana
July 11, 20...

The Deputy Commissioner
Ludhiana

Subject : Setting up a dispensary

Sir

We, the residents of Village Tihara, Tehsil Jagraon, wish to draw your attention for your favourable and sympathetic consideration towards an important social need of the residents of this area.

Our village is located in the far flung area of district Ludhiana. It is approximately 12 kilometers from the nearest tehsil headquarters, i.e., Jagraon. It has one secondary school, one middle school each for boys as well as girls, and a sub post office. It has a population of over eleven thousand persons. But sadly, there is no dispensary in this village or any village around for six kilometers. The residents have to undergo much trouble and inconvenience

every time there is any medical emergency. They have to take their patients all the way to Civil Hospital in Jagraon. Serious patients have to be taken to Government Hospital, Ludhiana.

During the rainy season, things become even worse. Unqualified and untrained doctors take full advantage of it and play havoc with the lives of the poor rural folks. Many old people, pregnant women and children die due to lack of proper medical help. There is an immediate danger of a break out of a disease like Dengue or Malaria.

We, therefore, request you to open a dispensary in our village with immediate effect. The villagers are willing to provide the district administration with a suitable piece of land for the dispensary building.

We hope you will consider our request sympathetically and take appropriate action at the earliest.

Yours faithfully
Himalaya

2. Imagine you are Parth Shinh. You live at # 11 Model Town, Moga. Write a letter to the Commissioner of your Municipal Corporation complaining about the insanitary conditions in your locality.

11, Model Town
Moga
October 20, 20…

The Commissioner
Municipal Corporation
Moga

Subject : Complaint against insanitary conditions.

Sir

I would like to draw your attention towards the poor condition of the drainage system of the city. Most of the times the drains are choked. It seems that the sanitary inspectors of the municipal corporation are paying little attention to the sanitary conditions of the city roads and drains. This was exposed even during the pre-monsoon showers recently, when the choked drains proved the claims of the civic authorities hollow.

Encroachers like vendors and influential people have only added to the misery of the commoners by playing havoc with the drainage system of the city. There are pits and pot-holes on many important roads of the city.

The sweeping arrangements are extremely poor. Heaps of garbage are seen lying in the residential areas. Even public places like parks and market areas are surrounded by filth and rubbish. Water stagnation may lead to breeding of flies and mosquitoes. Such a situation may lead to outbreak of an epidemic.

I must plead that this is high time to set things right. These choked drains must be cleaned immediately and pot holed roads must be repaired on priority. If prompt action is not taken, the whole town will soon fall prey to serious health crisis.

Thanking you in anticipation.

Yours faithfully

Parth Shinh

3. Suppose you are Shiva. You live at # 1010, Model Town, Bathinda. Write a letter to the Editor of a newspaper highlighting the evils of begging on the streets in your city.

1010, Model Town

Bathinda

October 2, 20...

The Editor

The Tribune

Chandigarh

Subject : The evil of begging.

Sir

Through the columns of your esteemed newspaper, I would like to draw the attention of the general public and civil authorities towards the menace of street begging on our city roads and in public places. I must highlight the fact that there is hardly a road or a crossing in the city where a traveller or a city goer doesn't come across a beggar.

Begging presents a very pathetic sight of a society. It is a big nuisance. It has attained the status of a profession among the slum dwellers and poor people. Most of the beggars are healthy persons. They pose to be disabled or sick to earn sympathy of the innocent citizens. They have given up the habit of working like common people. They find begging an easier option to hard, physically demanding jobs. There are reports that many of these beggars are involved in anti-social activities too. They have also encroached many crucial corners in tourist places or public places. Such elements have spoiled the image of India. It is a disturbing sight to see beggars on each traffic light of the city.

The Social Welfare Department should create charitable homes for the genuinely needy or physically handicapped beggars. Other healthy and able bodied beggars should be sent to the reform homes. They should be trained in suitable vocations to earn a respectable living.

We, as a society, must rise above our biases to help these ignored sections. Every citizen must take care not to encourage the evil of begging by giving easy money to the lazy and the cheats. We must resolve to generate awareness among all the sections of the society to create better opportunities for a respectable earning for these beggars.

Hope the government takes appropriate action to check the spread of this evil in our society.

Yours faithfully
Shiva

4. Imagine you are Harman. You live at # 1802, Grand Avenue, Mohali. Write a letter to the editor of a newspaper expressing your views on the growing use of unfair means in the examinations these days.

1802, Grand Avenue
Mohali
September 29, 20.....
The Editor
The Times of India
Chandigarh

Subject : Use of unfair means in the examination.

Sir

I would like to use the columns of your newspaper to share my views about the growing use of unfair means in the examinations these days. This is a very sad situation as we see the young students engaged in such mean practices. The problem of copying has become so prevalent that students find it an easy way to success. Even some teachers and many parents are found involved in this dirty act. The menace of copying has assumed serious proportions. Many private coaching centres and touts exploit the weaknesses in the examination system. They mislead the students to earn more money. Many anti-social elements also jump in the fray. Many cases of impersonation are often found during the exams.

Cheating in the examinations is a problem. It not only harms the students but also produces under prepared youngsters for the challenges of the real world. We must ensure that it is checked at the earliest if our students have to compete with the best in the world. We need a very sincere and well planned effort to control this evil practice. It must be dealt with as much seriousness as possible.

Students, teachers, parents and all the concerned sections of the society must be involved to spread awareness about the ill effects of such unfair practices. Help may be taken from the police, if required.

Please remember, this problem needs urgent solution. Let's join hands to eradicate this unfair practice.

Thanking You

Yours faithfully

Harman

5. Suppose you are Ranvijay . You live at # 83, Adarsh Nagar, Khanna. Write a letter to the Editor of a newspaper for change of name.

83, Adarsh Nagar

Khanna

February 19, 20...

The Editor
The Hindustan Times
Chandigarh

Subject : Change of name.

Sir

Please intimate the cost of publication of the following matter in the next weekly issue of your newspaper to enable me to send the amount by demand draft at the address to be given by you.

"May it be known to all that I, Ranvijay S/o Shri Bharat Singh, Class XII-A, of S. D. Senior Secondary School, Khanna (Punjab) have changed my name from Ram Kumar to Ranvijay Singh"

Thanking you in anticipation.

Yours faithfully

Ranvijay

6. Write a letter to the Post Master General complaining about the delay in the delivery of mail sent to you by the postman and asking him to investigate the metter.

209, Greenfields Colony
Patiala
April 15, 20...

The Postmaster General
…….city

Subject : Delay in delivery of mail.

Sir

I would like to bring to your notice the carelessness of the postman of my area, Mr. Swarn Singh. He has been quite irregular in the recent past. He skips two to three days in a week.

Only last week, I was to receive an interview letter for a job. It was to be delivered by last Friday but he delivered it to me this Wednesday. Because of

his carelessness, I could not attend the interview and it deprived me of a good job. He remains absent from duty without any prior leave. Many other people in the locality have also suffered because of his absence. On asking about his irregularity on duty, he starts quarrelling and misbehaves with the residents.

Kindly look into the matter and take steps to ensure regular and timely delivery of mail. You may transfer this postman or reprimand him to mend his ways.

Thanking you.

Yours faithfully

Rajnish

PERSONAL LETTERS

7. You are Rita. You live at #2009, Sector 9, Chandigarh. Write a letter to your uncle thanking him for the birthday gift that he sent for you.

2009, Sector-9

Chandigarh

October 11, 20...

My dear Uncle

I am greatly pleased to receive your special gift on my 17th birthday. I was expecting you to join us in the celebrations. I kept waiting for you till evening. And then I received the courier containing the gift sent by you. All the members missed your presence.

In the evening, there was a small party at home for my near and dear ones. We all enjoyed the evening together. Dad gave me a beautiful laptop that I have been eyeing to get for some time. However, the beautiful watch that you sent me has a special significance for me. I had been wanting to change my watch for some time now. This new watch has many latest features. It tells not only the correct time but also has many other important features such as indicating the pulse rate and blood pressure. Its stopwatch feature will also be of great help to me for my preparations as an athlete. With this, I shall be able to monitor my timings very precisely.

Once again, I thank you for your wonderful gift, which shall always remind me of you. Please convey my regards to Seema aunty and love to my younger cousins.

Your affectionate niece
Rita

8. Suppose you are Amitabh. You live at 38-A, New Model Town, Jalandhar. Write a letter to your younger brother, Ajitabh, who is a bookworm, persuading him to take part in games.

38-A, New Model Town
Jalandhar
January 06, 20...

My dear Ajitabh

I received a letter from your school about your results in the terminal exams and your overall performance. I must compliment you for your excellent scores in the academic subjects. At the same time what worried me more was that your performance in the sports and co-curricular activities is not up to the mark. I think you need to realise that the aim of good education is to develop a sound mind in a sound body.

I would like to share my views about the importance of good health and the role of sports in that. You should take part in the school games regularly. You must spend some time in the playground every day. Games play a great role in making a person healthy and fit. Physical exercise is a panacea for most human ailments. Games teach us discipline, team spirit and co-operation. These characteristics make a person strong and lead him to success in every field. Remember the adage, 'Health is wealth'. Games hardly cost us anything but the gains are tremendous.

I would like to quote the Duke of Wellington, who said, 'The Battle of Waterloo was won on the playfields of Eton and Harrow schools.' So dear brother, always give equal importance to studies as well as to physical activities. Take part in games and have a healthy body.

Please convey my regards to elders and love to younger ones.

Your loving brother
Amitabh

9. Suppose you are Manjit. You live at #119, Jalvayu Vihar, Mohali. Write a letter of condolence to your friend who has lost his father.

119, Jalvayu Vihar
Mohali
August 20, 20...

Dear Sanjeev

It is very sad to learn about the untimely death of your father. He has always been so fit that I could never think of him to suffer from a heart attack. He seemed so happy and full of life when I recently met him at your place. I can't imagine that he is no more amongst us. This is an irreparable loss and there is nothing that can make up for it. His untimely death has created a vacuum difficult to be filled.

It is a moment of great grief and I am with you in these difficult times. Please accept my sincerest condolences on your bereavement. There are no words to express my deep anguish and sorrow at this moment.

To be deprived of such a noble soul as your father, is a great loss. But then what is destined, must happen. Death is the lot of man. There is no escape from it. We have to submit to the will of God. At this juncture, I would like you to follow in the footsteps of your noble-souled father.

Please convey my deepest sorrow to your respected mother in this moment of profound grief.

Try to comfort your younger brother and sister. My father and I will come to you in a day or two.

Yours sincerely
Manjit

10. Suppose you are Surubhi. You live at #110, Sarojani Girls Hostel, Punjab College, Chandigarh. Write a letter to your mother telling her about the life in your hostel.

110, Sarojani Hostel
Punjab College
Chandigarh

September 11, 20...

My dear Mummy

I am pleased to receive your letter on 7 September, 2017. I am sorry that I could not write earlier as I was settling down in the hostel. I promise that henceforth I will write you a letter every week.

I assure you that everything is fine here. I would share something about my life at my hostel. First of all, the food served in our hostel is the best in any hostel on the campus. Although the taste is different, but I am hopeful of getting used to it soon.

Ours is a very big campus. It has very big lawns and parks. There are more than a thousand students in our college. Both boys and girls study in our college. The faculty members in our college are well versed with their subjects. They are not only masters of their subjects but also very keen to share their expertise with the students. They are also very caring. In the hostel too, our warden, Mrs. Grewal is a mother like personality. She takes personal interest to make all hostellers feel at home.

The college hostel has given us a lot of freedom. We are very happy here. In the evening, we can play different games in the playground. It helps us to utilise our free time in a very productive manner. I would like to make maximum use of these facilities to achieve a balanced personality.

Regards to elders at home and love to Munni and Bebo.

Your loving daughter

Surubhi

APPLICATIONS

11. Write an application to the Principal of your school requesting him to grant you full fee concession and some monotory help out of the Students' Aid Fund.

Examination Hall

……..city

May 20, 20...

The Principal
Government Senior Secondary School
Moga

Subject : Full fee concession.

Sir

With due respect I would like to bring to your kind notice that I belong to a very poor family comprising of six members. My father is the only earning member. He is working as a daily wager in a nearby saw mill. His monthly income is not more than five thousand rupees a month. It is very difficult to make both ends meet with this meagre income. My three siblings are also studying in different classes. My father's income is insufficient to pay our school fees.

I am a student of class XI-A, of your institution. I am very keen to follow my higher studies. I secured eighty percent marks in Matriculation Examination last year. Now I want to join Science stream and become an engineer. But my parents are unable to bear the expenses of my further studies. It is, therefore, requested that I may please be exempted from school fee and granted some financial aid from the Students' Aid fund to meet the expenditure of further studies. I assure you that I will work hard to make the school proud with my performance and set a good example for other students as well.

Yours obediently
Simran
XI-A

12. Write an application to the Principal of your school requesting him to condone the shortage of lectures in your case.

Examination Hall
……..city
March 20, 20…..

The Principal
D.A.V. Senior Secondary School
Jalandhar

Subject : To condone the shortage of lectures.

Sir

I am a student of 12th class of your school. I have been told by my class teacher that I have fallen short of lectures. I must share with you that I have been a regular student since the beginning of the session. I am not in the habit of skipping any classes. But unfortunately, my mother fell sick in the month of November. She was bed ridden for almost six weeks. My father is serving in the Indian Army as a Subedar. He could not get leave to look after my mother. And my siblings are too young to fulfil this duty. So, I had to frequently miss my classes during this period. So, I fell short of lectures.

It was never my intention to ignore my studies. Now, my mother's health has improved and I shall be regular in studies. I am working very hard to complete the curriculum I missed and I assure you that I shall be able to make the loss of time very soon. I have been a good student all these years. I have also won the school laurels in state level debate competitions. Now also I am working hard to achieve good marks in the examination. In the light of this, I request you to condone the shortage of my lectures. I shall be highly thankful to you.

Thanking you

Yours faithfully

Robin Singh

13. Write an application to the Principal for incorporation of change of name in the school records.

Examination Hall

…….city

August 20, 20...

The Principal

Government Senior Secondary School

Bhim Nagar, Moga

Subject : Change of name in school records.

Sir

Most humbly and respectfully, I wish to say that I have changed my name form Ram Singh to Ram Singh Rathore. I have got this change of name published in the national newspapers and this change of name has also been done in my Aadhaar Card details.

I am a student of Class XII-A. It is, therefore, requested that this change may kindly be incorporated in the official record of the school. I may be allowed to mention my name as Ram Singh Rathore in application form for the ensuing Senior Secondary Board exams.

Thanking you in anticipation.

Your obedient Pupil

Ram Singh

Class XII-A

14. Suppose you are Navneet and you are a student of Govt. Senior Secondary School, Amritsar. Write an application to the Principal of your school requesting him to make some effective changes in the school library.

Examination Hall

…….city

August 20, 20...

The Principal

Government Senior Secondary School

Amritsar

Subject : Changes in the school library.

Sir

I am a student of class XI-A of your school. I have been an avid reader of good books. I went to our school library yesterday. The library is the soul and

spirit of any school. It should cater to the needs and interests of the school students. But I am saddened to see the state of our school library.

In our library, there is no catalogue of books. The books are lying in a haphazard manner. Students find it very difficult to locate any book. They have to look for a book at different sections. There are no magazines on General Knowledge and Sports. The reading room is very small.

I have a few suggestions to make our school library more useful and an attractive place. There should be a proper catalogue of books in the reception area itself. All the books should be arranged alphabetically. The books should be well arranged and displayed properly. The books should be placed section wise-literature, non-fiction, science, commerce, sports etc. There should be variety of good magazines on sports, health, finance and general knowledge available for students in the reading rooms.

All these steps would make a visit to the library a meaningful and useful experience.

Thanking you
Yours faithfully
Navneet

15. Suppose you are Varsha. You live at 110-Officers Colony, Moga Road, Firozpur Cantt. You have passed your Secondary Board Exams from Govt. Girls Senior School , Firozpur City. Write an application to the Principal of your school to issue you a testimonial of your ability and character.

110, Officers Colony
Moga Road
Firozepur Cantt
August 20, 20...

The Principal
Govt. Girls Senior Secondary School
Firozpur City

Subject: Issuing of testimonial.

Sir

I was a student of your school in the last academic session. I passed my 10+2 class in March, last year. I request you to kindly issue me a testimonial of my character and ability. I need this to produce to the Punjab Engineering College, Chandigarh at the time of my admission.

I secured 401 marks out of 450 marks with a distinction in Physics and Mathematics. I was a member of the School Students' Welfare Association and President of Athletics Club. Throughout my school times, I performed various duties such as Head Girl and Coordinator of Co-curricular activities with utmost sincerity.

Kindly issue me with a character-cum-merit certificate as soon as possible.

Thanking you

Yours obediently

Varsha

LETTERS FOR PRACTICE

1. Write a letter to the Deputy Commissioner of your district complaining against the use of loudspeakers in your town.
2. Write a letter to the Deputy Commissioner of your district requesting for a park for children in your city.
3. Write a letter to the S.H.O. of your town reporting the loss of your bicycle.
4. You are Meena. You live at 209, Sector-69, Mohali. Write a letter to the editor of a newspaper, complaining against the bad conditions of buses in Punjab.
5. You are Suman. You live at 119, Sector-70, Mohali. Write a letter to the editor of a newspaper, expressing your views on reckless driving.
6. Suppose you are Mandeep Randhawa. You live at 1802, Main Bazaar, Abohar. Write a letter to your Principal requesting him to issue your testimonials/ character certificate.
7. Imagine you are Mohan. You live at 83, Doon Valley, Dehradun. Write a letter to the Commissioner of your Municipal Corporation complaining about the insanitary conditions in your locality.

8. You are Arnab. You live at House No. 92, Model Town, Moga. Write a letter to the editor of a newspaper, highlighting the evil of eve-teasing and chain snatching.
9. Imagine you are Manjit. You live at 101, New Town, Mohali. Write a letter to the Mayor of your town, stressing the need for a public library in your town.
10. Imagine you are Aman. Write a letter to the editor of a newspaper, highlighting the causes of indiscipline among the students.
11. You are Rimpy. You live at House No. 65, Model Gram, Ludhiana. Write a letter to the S.H.O. of your town reporting the loss of your motorcycle.
12. You are Bhawani. You live at House No. 29, Teacher Enclave, Kapurthala. Write a letter to a firm that the goods sent by it were defective and ask for a free replacement.
13. Suppose you are Pari. You live at House No. 101, Subhash Colony, Jalandhar. Write a letter to the General Manager of a firm to appoint you as Sales Manager.
14. Suppose you are Babita. Write a letter to the Deputy Commissioner of your district, about the flood situation in your area.
15. You are Sarita. Your address is 156, Kaarvan Apartments, Sector 11, Panipat. Write an application to the Principal of your school requesting him remission of fine.
16. You are Himalaya. You live at 118, Motia Apartments, Khanna. Write a letter to the S.D.O. (Electricity) against frequent breakdown of electricity in your locality.
17. Write an application to the District Educational Officer of your area for the job of E.T.T. teacher.
18. Suppose you are Harman. Write a letter to your friend who has recovered from Dengue and wish him good health.
19. You are Prem. You live at # 11, Kamla Nagar, New Delhi. Write a letter to your friend, Mahipal, sharing your experiences of an educational tour you have recently made to Southern India.

20. Suppose you are Harneet. You live at 110, Sector-72, Mohali. Write a letter to your uncle who is an Ex-Army Officer, asking him details about the various options about joining Indian Army as a Commissioned Officer.

21. Write a letter to your Bank Manager regarding the non-payment of interest on an amount you have deposited in your account.



15 E-MAIL WRITING

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Learn and Explain features of E-mail writing
* Write different types of E-mails as a means of communication

E-mail, or Electronic Mail is the mode of exchanging digital messages across the Internet or other computer networks. It is the quickest way to communicate in writing. It has gained preference over the traditional means of communication, i.e., letter writing. It has become so popular that almost every business or internet user is using it as the preferred means of communication. Just like Letter writing, you can write formal as well as informal e-mails. Formal e-mails are used in government as well as private offices to communicate with others. While people use informal e-mails to communicate with their friends, family members, relatives or acquaintances.

The main advantage of the e-mail over the 'snail-mail' letters is that it is quick and direct. An e-mail is sent for a particular purpose and a fast response or an immediate action is expected. To be effective as a means of communication, it is important that an e-mail, whether formal or informal, has a proper, clear and logical structure.

Some of the advantages of an e-mail over other modes of communication are as follows:

1. Since the e-mail gets delivered directly to the recipient's mailbox irrespective of his availability, he/she will be able to look at it as soon as he opens his mailbox.
2. E-mail can be sent to the recipient in any corner of the world at the

cost of local call.

Some of the do's and don'ts that we must keep in mind while writing an e-mail are as follows :

Do's	Don'ts
Use appropriate salutations.	Write about irrelevant issues.
Proof read before pressing the 'send' button.	Write too long sentences.
E-mail should be brief and concise.	Use italics.
Place the most important information first.	Use exclamation marks.
Write a meaningful and informative subject line	Use capital letters to write whole words in e-mails, this is considered as shouting.
Use numbers and bullets to make the message clearer.	Use different fonts (the recipient's computer may not be compatible)
Have your default signature at the end of the E-mail. It should include your name, designation, (may include address and phone number in case of formal e-mail).	Use incomprehensible abbreviations, acronyms and smileys.
Write short sentences, separate paragraphs and use simple grammar and language.	Give personal information that you don't want someone else to know.

FORMAT OF AN E-MAIL

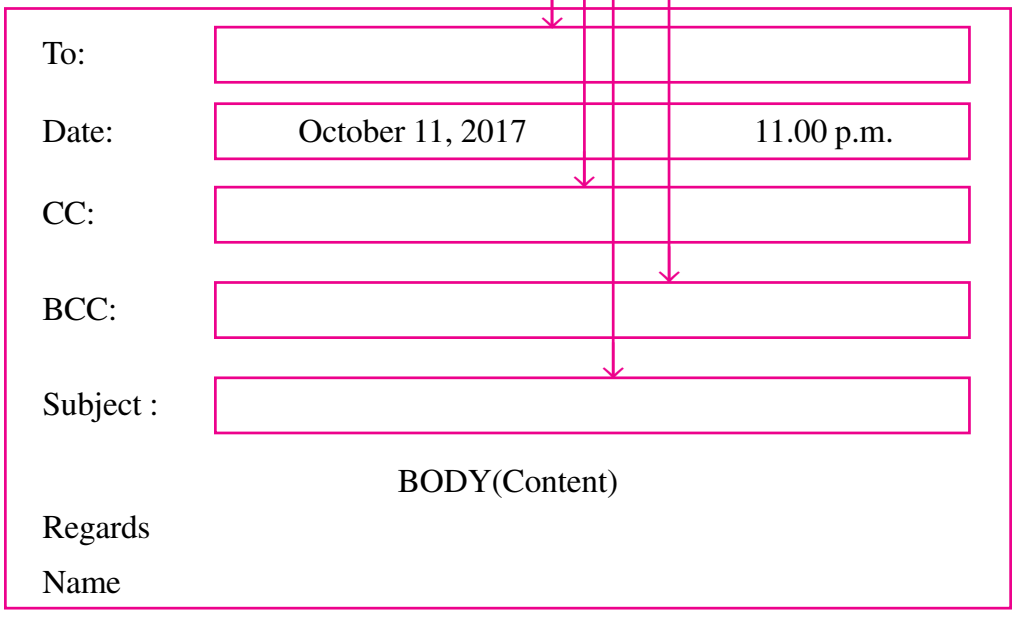
To : Space for entering the e-mail address of the recipient.

CC : (Carbon copy) Space for entering the email address of other people who would like to know the contents of the e-mail but are not required to act.

Subject : It tells the reader about the main topic of the e-mail in brief.

BODY : It starts with salutation and greeting, followed by the main content of the email.
The name of the sender is written at the end.

Bcc (Blind carbon Copy) : E-mail addresses entered in here are not visible to the people entered in the TO : and CC : fields although people in the bcc : can see the names of the people entered in the TO : and CC. fields.



NOTE : The sender's address is not required as the E-mail address of the sender will be visible to the receiver automatically.

EXAMPLES

1. Write an e-mail to your friend informing him why you want him to excuse you for not attending his birthday party.

To : shinh@indiatimes.com

Date : July 11, 20×× 04:30 p.m.

Add Cc/ Add Bcc

Subject : Excuse from birthday party

Dear Sanam

I had come to Amritsar to attend a business meeting. It was to finish by 05:00 p.m. today. I had planned to return to Jalandhar well before time to join your birthday celebrations in the evening. I must tell you that this meeting has been extended to late evening hours. So, I will be returning late at night. I would not be able to join you at your party. Kindly excuse my absence. I shall visit you by the weekend.

With regards
Pardeep

2. Write an e-mail to your friend expressing your condolences on his father's death.

To : jagan@gmail.com

Date : October 27, 20×× 10:00 a.m.

Add Cc/ Add Bcc

Subject : Condolences

Dear Sanam

I was extremely sad to learn about your father's sudden death from Ravi who informed me last evening. I don't have words to express my grief as it's hard to believe about his death. I had to reach at the time of funeral, but, unfortunately could not make it because I was out of the city due to some pre scheduled meetings.

Your father was a great person–nice, very calm, helpful and a wonderful human being–who had great intellectual achievements. Although I met your father only a limited number of times but his impression on me is simply everlasting. We will always miss him.

I pray to the Almighty that his soul might rest in peace. Please accept my most sincere condolences and also convey the same to your mother.

Regards

Rajan

3. Write an e-mail to your friend about the inauguration of the company.

To :	jagan@gmail.com
Date :	October 27, 20×× 10:00 a.m.
Add Cc/ Add Bcc	
Subject :	Invitation for inauguration

Dear Sanam

We are going to launch our new company on 2nd December, 20××. The launching ceremony will be held at 10.30 a.m. at 110, Paltan Bazaar, Dehradun. There will be lunch after the ceremony. You are cordially invited to grace the occasion.

Many of the industry's bigwigs are expected to join us on this occasion. It will be a great interaction.

With regards.

Ashwani

4. Write an e-mail to your new employer thanking him for the interview.

To :	sharmal@gmail.com
Date :	July 31, 20×× 09:30 a.m.

Add Cc/ Add Bcc

Subject : Thanks for the interview

Sir

I, Ram Sarup, take this opportunity to thank you for considering me as a worthy choice for the post of Assistant Manager–Public Relations in your company. I am extremely grateful to you for the fact that I have been given an opportunity to appear for the interview for the above mentioned post and also because of the patience and good spirit in which the interview was conducted.

I would also like to assure you that I will be proud to be a part of your organisation which has gained a respectable position in the market in a span of only a few years. I am sure you will not be disappointed to hire me as a part of your team.

Looking forward to get a positive reply from you.

Thanking you once again.

Ram Sarup

5. Write an e-mail to your friend inviting him to attend your parents' marriage anniversary.

To : Shelleyverma11@yahoo.com

Date : September 2, 20×× 11:00 a.m.

Add Cc/ Add Bcc

Subject : Invitation to 25th Marriage Anniversary celebrations

Dear Rimpy

I wish to inform you that my parents' silver marriage anniversary is falling on September 05, 20×× It will be a moment of great happiness for the entire family.

We are planning a grand celebration at 'Hotel India' at 8.00 p.m. on September 5th, 20××. It would be a great pleasure if you, along with your family, would grace this occasion with your presence.

With regards.

Rohan

6. Write an email to a colleague about details of his of salary report.

To : majorrksingh@gmail.com

Date : August 16, 20×× 10:45 a.m.

Add Cc/ Add Bcc

Subject : Salary Report

Hello Ranbir

I received your e-mail yesterday asking for the details of G.P.F. and salary for the first quarter of this financial year. I have prepared your salary record for this period and I am sending the complete details of your salary including your tax deductions and G.P.F. balance till 30th June 20××.

You are always welcome if any more information is required.

Regards

Mandeep

7. Write an e-mail to a friend, who had requested you for donations for flood relief camp being organized for victims.

To : singh@msn.com

Date : April 10, 20….. 10:00 a.m.

Add Cc/ Add Bcc

Subject : Donation for flood victims

Dear Mohinder

I received your communication regarding your efforts to arrange food, clothes, blankets and medicine for the flood victims in Jammu region. I really appreciate your initiative in this matter. As I am out of the country for the next two weeks, I won't be available immediately for this. For the time being, I am transferring rupees twenty five thousand to your account as donation for mobilisation of all these resources.You must involve as many friends as possible.

I will be with you as soon as I am back.

Regards

Parry

8. Write an e-mail to your school Principal, for issuing a school leaving certificate.

To : principalgsssabc@gmail.com

Date : October 29,20….. 11:45 a.m.

Add Cc/ Add Bcc

Subject : Request for School Leaving Certificate

Sir,

I am a student of class XII of your school. My father is shifting his business to Chandigarh. The whole family has to move to Chandigarh. Being in a nuclear family, I have to stay with my parents. We shall be moving from the present location within a week.

I have been a regular student in my class and have cleared all the dues.

You are requested to issue me my school leaving certificate. I shall be thankful to you for your prompt action.

Yours obediently

Dharamvir

Class- XII

9. Write an e-mail to your class teacher in the school, asking her for an extension of leave.

To : shradhasharma@dps.com

Date : July 29, 20×× 09:00 a.m.

Add Cc/ Add Bcc

Subject : Request for extension of leave

Madam

I am a student of class XII of your school. I had come to attend my cousin's marriage at Dehradun on 24th July. I was to return on 27th July 20××. On 26th afternoon, my grandmother had a heart attack and was operated upon on the same night. But her condition is still very

critical. As a result, we have been advised by the doctors not to shift her for at least three to four days. I have always been very close to my grandmother and pray for her recovery.

Kindly extend my leave for a week.

With regards.

Yours obediently

Vandana

Class-XII

10. Write an e-mail to the supplier, asking for replacement of smart phone.

To :	amazingelectronics@aeg.org
Date :	November 2, 20×× 09:00 a.m.
Add Cc/ Add Bcc	
Subject :	Wrong supply of smart phone

Sir

I placed an order for 20 pieces of the new model of the latest smart phone, Nokia 8, from your office. We received the packet containing twenty mobiles. But sadly, these are not Nokia 8 that we had ordered. They are basic model of a chinese company. We are sending these pieces back for replacement at your cost. We shall appreciate your quick response.

Thanking you and regards.

Harsh

EXERCISES FOR PRACTICE

1. Write an e-mail to a friend inviting him for the opening ceremony of your new office.
2. Write an e-mail to your colleague informing about the change in schedule of meeting with client.

3. Write an e-mail to the Principal of your school, requesting her to procure some books for the school library.
4. Write an e-mail to your younger sister, asking her to come home from the hostel on the weekend.
5. Write an e-mail to your colleague, about the recent changes in the Sales policy of your company.
6. Write an e-mail to your father, requesting him to transfer some money in your account so that you can clear the dues before final exams.
7. Write an e-mail to a friend, requesting her to help you in preparing an important presentation for a big client.
8. Write an e-mail to the customer service centre of an e-commerce company, asking for replacement of a faulty Headphone set delivered to you.
9. You are a Manager at an Automobile Service Centre. Write an e-mail to your purchase department head about the immediate steps to be taken to check the shortage of supplies of spare parts at your location.
10. Suppose you are Tegh. Write an e-mail to Gurbir, your friend, asking him to join you for dinner at your home on the weekend.



16 PRECIS WRITING

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Describe various rules to be applied while writing Precis
* Explain the process of Precis writing and Purpose
* Practice Precis writing of a Passage

A 'Precis', in simple words, is a summary or a brief of a passage. It is like a miniature form of a big portrait. It should retain the essence of the main passage. It should reflect the spirit of what the writer has given in the original passage. The aim of the 'Precis writing' is to convey the gist of the message in one's own words but it must not change the author's views or opinion. It should present the ideas in a logical manner with a clarity of thought. One needs to be precise and to the point in one's approach.

Some of the main features of a good 'Precis' are:

a. It should retain the essence of the original passage.

b. It should be clear, brief and precise.

c. It should present the ideas in a sequence as given by the author and there should be coherence of ideas.

d. It should not look as an abstract of the original.

Steps in Precis writing :

1. Firstly, read the passage carefully.
2. Underline/ highlight the main ideas of the passage.
3. Compress the ideas in a brief form while retaining the important details.
4. Identify the central idea.
5. Prepare a draft.

6. Give a second reading to ensure that you don't miss any important link and remove any gaps.
7. Avoid any explanations, superfluous examples or quotations.
8. Write in third person using indirect speech and retain the tense of the original passage.
9. Avoid abbreviations.
10. Calculate the total number of words and write 'Precis' in approximately one third of the total words.
11. Provide an appropriate title to your Precis.

SOLVED EXAMPLES

1. Write a Precis of the following paragraph in your own words :

People in this modern materialistic world are prone to suffer from stress, emotional imbalance, anxiety, frustration and anger. It leads to many physical ailments, disturbed relationships and road rage. Many broken homes, accidents and suicides are due to this mental turmoil. The only panacea for this is 'meditation'. A simple description of meditation is to sit silently with closed eyes and focus on breathing. It may or may not be accompanied by music. It helps one to connect with deep inner self and raises the level of consciousness. The first effort may not be perfect but with regular practice, one masters the technique. Then the results start unfolding! It leads to peace of mind, better concentration, clarity of thought and complete relaxation. The situations do not change but it changes our reactions and attitude to these. One learns to be calm and grounded in all circumstances and surrender to divine control. Gratitude takes the place of complaints and love replaces resentments. It is then that circumstances begin to change. Life is a beautiful gift of God but one becomes thankful for it only after practising meditation. The result is a calm and serene individual.

SOLUTION :

TITLE : ADVANTAGES OF MEDITATION

Meditation is a process of concentration on your breathing and connecting to your inner-self. It leads to a calm mind, freedom from stress and anxiety. Many problems in the modern world are solved as

a result of it. A person becomes emotionally stable and his attitude towards life becomes more of gratitude and love rather than complaints and resentment. The technique can be mastered with regular practice.

2. Write a Precis of the following paragraph in your own words :

Chandigarh is a city of attractions for tourists. One of the favourite places of all the tourists is the Sculpture Garden near Sukhna Lake which is spread over an area of 40 acres. After the name of its creator, it is named Nek Chand's Rock Garden. Nek Chand started creating it secretly in his spare time in 1957. He spent first seven years mostly in collecting the waste material on his bicycle and recycling it in a hut made in the jungle. The garden was developed secretly by him, but it was accidently discovered by the authorities in 1975. It was opened for public view in 1976. Every day, it is visited by hundreds of tourists, who are mesmerized by the beautiful sculptures of soldiers, dancing women, animals, birds and cascading water-falls. A characteristic feature of the Rock Garden is that all the sculptures are made of stone, recycled ceramics, industrial waste, broken household items like crockery, bangles, tubes, cycle-parts, tiles and toilet fixtures etc. Another interesting feature is that one has to pass through many doorways, archways and concrete lanes leading to courtyards and chambers. Nek Chand planned the layout of the garden based on the fantasy of a lost kingdom. Nowhere in the world do we see such a beauty created out of waste.

SOLUTION :

TITLE : ROCK GARDEN

Rock Garden is a beautiful sculpture garden near Sukhna Lake in Chandigarh. It was created by Nek Chand and is spread over 40 acres. He started working on it in 1957 and it was opened to public in1976. He used recycled industrial and home waste to create the sculptures of different species including humans. Many doorways, archways, courtyards and lanes make it all the more interesting.

3. Write a Precis of the following paragraph in your own words :

Punjab is a land of five rivers. Its culture is one of the oldest and the richest in India as well as the entire world. It is apparent in its vibrant dances, folk songs, poetry, paintings, architecture, traditions, values, cuisine, folk games etc. The symbolic 'Phulkari' embroidery is an all-

time favourite of not only the Punjabis but is also demanded by people from outside the Punjab as well. Among many folk dances of Punjab, 'Giddha' and 'Bhangra' are the most famous. The fast beats and the peppy music make everyone dance to the tunes. Punjabis are fun loving, emotional and very religious people. They celebrate their festivals and traditions with a lot of spirit. A Punjabi wedding, with all its traditions, ceremonies, dresses, jewellery, food and fun reflects the culture of Punjab. The popular festivals are Lohri, Maghi, Diwali, Dushehra, Baisakhi and Teej. Food is a major part of these celebrations. Punjabis love eating. The cuisines consists of many mouth-watering dishes but the characteristic food of Punjab is 'Makki di Roti', 'Sarson da Saag'and buttermilk. Punjabis have a presence all over the world and have taken their culture everywhere with them.

SOLUTION :

TITLE : CULTURE OF PUNJAB

Culture of Punjab is one of the oldest and the richest in the world. It includes vibrant dances, folk songs, poetry, paintings, architecture, traditions, values, cuisine, and folk games. Giddha and Bhangra make everyone dance to its tunes. Phulkari is the famous embroidery of Punjab. Festivals and traditions are celebrated with full spirit. Punjabis have taken their culture to the entire world.

Exercises for Practice

1. Write a Precis of the following paragraph in your own words :

Women, who constitute half of the human population, are encountered with many challenges. Female foeticide is, perhaps, one of the worst forms of violence against the women, where a woman is denied her most basic and fundamental rights i.e. 'The Right to Life'. Though there is no particular definition of foeticide provided by the code of criminal procedure but the following definition will clear your concept; 'Female foeticide' is the killing of a healthy female foetus in order to get rid of a female child by means of medical termination of Pregnancy (MTP) or Abortion. Female foeticide is considered a criminal offence in India. Abortion is lawful only when the doctor believes that the continuance of the pregnancy may pose a direct threat to the life or the

health of the mother or the unborn child. No doubt, if this practice continues, it will disturb the social balance. For a healthy society, the male or female gender ratio must remain at a balanced level. The alarming rate of female foeticide is a cause of great concern, as the number of girls born is decreasing drastically in several sections of our society, thus, exposing females to more exploitation and violence. This state of affairs, if not corrected, will have a disastrous impact on the future generations of our society.

2. Write a Precis of the following paragraph in your own words :

'Safe drinking water' is one of the basic needs and without its availability in adequate quantity and quality, there could be serious impact on human and animal health. The Department of Drinking Water and Sanitation released the Standard Operating Procedures (SOP) for drinking water supply and sanitation services during natural hazards. Drought could lead to scarcity of water due to depletion of water table and/or drying up of water sources. Natural hazards such as floods, tsunami, avalanche, landslide or hailstorm could result in wash off/damage of water supply assets, thus resulting in disruption of supply of safe drinking water. Therefore, in any type of crisis, proper management of drinking water supply to the affected people on an "immediate basis" is an essential requirement. Maintaining environmental sanitation and individual hygiene are also equally important to reduce or eliminate chances of disease of prevalence/ outbreak of epidemics. The SOP manual has been prepared, in order to assist everyone in the Rural Water and Sanitation Department, State Water & Sanitation Mission, District Water and Sanitation Mission, NGO's and the community, whether at the National, State, District or at other levels. It also indicates actions to be taken at various levels. The document explains, for each category of staff, what they are responsible for, and what steps they should take before, during and after a natural disaster.

3. Write a Precis of the following paragraph in your own words :

Education is a fundamental right of all the children, even if they are differently abled. Every child with special needs has the same right to get education in the mainstream as any other. Persons with Disability Act 1995, provides for access to free education in an appropriate

environment for children with disabilities till they attain the age of 18 years. Guidelines for inclusive education include identification of their learning needs, their strengths and weaknesses so as to plan their learning process. Modifications in the infrastructure to facilitate their movement like provision for railings, ramps, barrier free access to laboratories, library and classroom is required. Special devices for their education including talking text-books, reading machines and computers with speech software as per the specific need should be developed. The teachers must be specially trained who, not only can facilitate the learning process but can also develop confidence in the child. They must develop a positive attitude in the students towards the special child and also encourage peer-learning. It will help in making the child more comfortable, thereby creating an understanding and cooperative spirit among all the students.

4. Write a Precis of the following paragraph in your own words :

Near the Takhat Shri Keshgarh Sahib in Anandpur Sahib, is a museum of Sikhism, designed by Moshe Safdie. It was inaugurated in November 2011. Since its opening, it has become the biggest tourist attraction, not only for the local residents but for the foreigners also. It beautifully unravels the Sikh heritage of more than five hundred years in 27 glorious galleries. The use of technology, in the form of audio-visual aids, light and sound shows, and audio guides makes it all the more awe-inspiring. The echo of Solemn Mantra creates a divine ambience. As one steps into the first gallery, standing on a walkway with a 360 degree view of the surrounding murals, one is taken through a nostalgic journey of an old village of Punjab from early dawn to dusk. Punjabi festivals and rituals are shown by play of light on the murals accompanied by Punjabi folk songs. Inner galleries, housed in the petals take us from the culture of Punjab to a glimpse of the teachings of all the Sikh gurus and the creation of 'The Khalsa Panth' by the Tenth Guru, Gobind Singh. There is a live account of the history of the Sikh religion from the first guru to the tenth guru. The beautiful audio-video descriptions, simply take one's breath away.

5. Write a Precis of the following paragraph in your own words :

Time Management is the process of organizing and planning the division of time between specific activities. Good time management

enables you to work smarter than harder, so that you get more output with less input and in shorter duration. Inability to manage one's time well, leads to decrease in productivity and also causes stress. On the other hand, if one manages one's time properly, one can achieve important career and life goals with a greater quality of work. This leads to higher productivity and greater professional reputation. A 24-hour day becomes more productive for good time managers, while for others it may turn out to be missed deadlines only. To get the maximum out of a 24 hour day, one must learn how to prioritise between the urgent and the important. One must also avoid distractions, e.g. looking for help even before deciding on the task or assigning duties, checking e-mails and Facebook is neither urgent nor important. One can categorise every work under 'Do it now', 'Do it later' or 'Don't do it at all' priority. Every individual has a particular best time of the day when a person feels full of energy and life, so one should schedule one's most important and challenging work for that period. Avoid multi-tasking, rather go for similar tasks consecutively to achieve perfection. This will lead to saving time for other tasks. Stay calm and keep your work place free of clutter. Take a break and review what has been done and revise the plan if required. Keep moving forward step by step.

6. Write a Precis of the following passage and give it a suitable title.

A delicate balance exists between tropical grasslands and tropical forests, with slight changes in climate leading to the advance of one type of habitat and the retreat of the other. Broadly speaking, grasslands occur in drier regions where the limited water supply cannot support a full canopy of trees. Grass is more resistant both to low levels of moisture throughout the year and the intense periods of drought. It is the natural form of vegetation in areas of low rainfall and in places where water drains rapidly through sandy soil. Where gradual changes in climate between adjoining areas occur, there may also be a gradual change in habitat. On the borders of a forest, where the climate starts to become less humid, the tree canopy opens up, grass spreads between the trunks and the woodland savannah appears. Continuing onto drier areas, the trees are scattered and shrink to shrub size, and in still drier areas grass dominates the landscape. In a semi-arid climate, the grasses will be shorter and the vegetation will be thin on the ground. Finally,

when the climate becomes truly arid with minimal levels of rainfall, grassland eventually turns to desert.

7. Write a Precis of the following passage and give it a suitable title.

Tension and headaches are the most common type and are caused by muscle contractions or an imbalance of natural chemicals in the brain. The pain causes a band like pressure around the head and may be accompanied by a sense of tightness in the head, neck and the shoulder muscles. They often begin in the afternoon or evening and produce a steady pain. Prevention is the best approach; relaxation techniques, such as bio-feedback, massage, meditation and visualization, work for many. Another recommendation is to eliminate all foods and drugs that contain caffeine from the diet, which can increase tension and anxiety; thus, contributing to headaches. Headaches may also be due to sinusitis, an inflammation of the lining of the sinus cavities. This causes a deep, dull ache around the eyes and sometimes in the forehead and ears. A good diagnostic clue is that the pain tends to worsen when you bend over.

8. Write a Precis of the following passage and give it a suitable title.

Prime Minister Narandra Modi launched Swatch Bharat Abhiyaan-on 2 October 2014. This programme aims to eradicate 'open defaecation' by 2019. The national campaign spans 4,041 statutory cities and towns. It is the current form of a few prior campaigns, including 'Nirmal Bharat Abhiyan' and the 'Total Sanitation Campaign', which had similar goals. The Indian government aims to achieve an 'Open-Defaecation Free' (ODF) India by 2 October 2019, the 150th anniversary of the birth of Mahatma Gandhi, by constructing 12 million toilets in rural India at a projected cost of ₹ 1.96 lakh crore . Prime Minister Narendra Modi spoke of the need for toilets in his 2014 Independence Day speech: "Has it ever pained us that our mothers and sisters have to defaecate in the open? Poor women folk of the village wait for the night; until darkness descends, so that they can go out to defaecate. What bodily torture they must be feeling, how many diseases that act might engender them? Can't we just make arrangements for toilets for the dignity of our mothers and sisters?" Modi also spoke of the need for toilets in schools during the 2014 Jammu and Kashmir state elections campaign. 'Swachh Sarvekshan 2017'

was an extensive sanitation survey across 500 cities in India. The Ministry of Urban Development, commissioned Quality Council of India to conduct this survey; to check the progress and impact of Swachh Bharat Abhiyan launched in 2014. It aims to foster a spirit of competition among the cities and offers a comprehensive assessment of their sanitation status.

9. Write a Precis of the following passage and give it a suitable title.

The modern man is forever busy meeting deadlines, keeping appointments and living life. He has no time for himself. In his hurried routine, he prefers to eat junk or fast food which is prepared and consumed instantly. The term 'Junk food' was coined by Micheal F. Jacobson in 1972. Junk food contains less minerals, vitamins and proteins, so it does no good to the body as it lacks nutritional value. Fast food chains are popular worldwide. They serve food which is saturated in fats and sugar. These foods are gaining popularity in small towns also. School /college canteens as well as corner shops are stacked with such items–french fries, burgers, pizzas, chips, noodles etc. These are available off the shelf too to pick on the go. Fast food is served at birthday parties and other social functions. People forget that such foods are major source of obesity, hormonal imbalance, high blood pressure, diabetes etc. It contains little fibre, so it does not provide enough nutrition and leads to chronic constipation resulting in other diseases. School and college tuck-shops should sell fresh fruits and juices, sprouts and salads. Milk and butter milk should replace aerated drinks, as these things have higher nutritional value than burgers, chips and noodles.

10. Write a Precis of the following passage and give it a suitable title.

Democracy is often described as the government of the people, for the people and by the people. It is a social order aiming at the greatest good for the greatest number of people. In a democracy, people are provided freedom of thought, speech, expression and action. General elections are held after every five years to form a new government. These elections reflect the general opinion of the public and the government is formed with some promises meant for the citizens of the country. Democracy is based on political equality. It means all the citizens irrespective of caste, creed, religion, race or gender are

considered equal before the law and enjoy equal political rights. In a democratic set up, majority rules, but opinion of minorities is also given due respect. There is supremacy of law. Law cannot be compromised under any circumstances. Citizens have both rights and duties. India is the largest democratic country in the world. It is considered the finest form of government in which every individual above 18 years of age participates consciously in selecting the government. The government's success and failure depend upon wisdom, consciousness and vigilance. Education plays an important role in making the right choices while casting the vote. People come together to fight against social evils such as illiteracy, poverty and inequality. They must be willing to work for uplifting all sections of society. People should perform their duties to the nation. They should have social tolerance and should co-exist amicably.

11. Write a Precis of the following passage and give it a suitable title.

An activity or interest pursued for pleasure or relaxation is a hobby. It is an activity which is performed during one's own time. Your hobby is something that you do for fun, not for money. If it earns you money, it's all the more beneficial. Hobbies can be classified as indoor hobbies or outdoor hobbies, and collection hobbies or completion hobbies. Usually, hobbies need devotion. It is something that has to be done systematically, e.g., stamp collection or playing a musical instrument or playing an outdoor/indoor game. Hobbies require an active pursuit of an interest that could involve collecting, building or creating something. The latest mantra is 'do what you love'. What is better than doing what pleases you? If your hobby is gardening, why not acquire skills for starting a nursery or growing flowers in pots or preparing seeds for sale. Having good communication skills, with interest in meeting people and visiting new places, can help you earn money as a tourist guide or become an event manager. If you love reading books and have good command over different languages, you can be a good story teller or even become a Radio Jockey. A fitness enthusiast or a yoga enthusiast can become a fitness trainer after acquiring the requisite qualification. Other popular hobbies that could become careers include music and singing, discjockeying, writing editing, acting, modelling or making videos for 'YouTube' etc. A Radio Jockey, a photographer for social events, still photography or

videography can also be very productive hobbies. Passion for cooking can help you start cooking classes as well as enjoy variety of dishes. The idea of a hobby is to derive pleasure first and financial gain later.

12 . Write a Precis of the following passage and give it a suitable title.

For a religion to be effective, enthusiasm is necessary. At the same time, we must try to avoid the danger of multiplying of creeds. We avoid that by being a non-sectarian sect, having all the advantages of a sect and the broadness of a universal religion. God, though everywhere, can be known to us in and through human character. No character was ever so perfect as Rama Krishna's and that should be the center round which we ought to rally; at the same time allowing everybody to regard him in his own light, either as God, saviour, teacher, model, a great man just as he pleases. We preach neither social equality but that every being has same rights, and insist upon freedom of thought and action in every way. We reject none, neither theist, nor pantheist, monist, polytheist, agnostic, nor atheist; the only condition of being a disciple is modelling a character, at once the broadest and the most intense. Nor do we insist upon particular codes of morality as to conduct, character, eating and drinking, except so as far as it injures others.



17 NEWSPAPER HEADLINES

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Explain the purpose of Newspaper Headlines writing
* Practice Explanation of Newspaper Headlines

A newspaper is a reflection of a society. A newspaper keeps us updated daily with all that happens around us in different fields in various parts of the universe. It is a great source of information as well as entertainment. For many people, reading a newspaper with a cup of tea in the morning is a great start of the day. For the students, the habit of reading a newspaper can be very useful. It provides them a glimpse of the important events of the day.

Reading newspaper is also a very time consuming process. One needs to learn how to get a gist of the lengthy news stories. Generally, a newspaper carries the news under bold headlines. One needs to learn to understand the importance of these headlines. Headline provides us a peep into the whole story. As a student, it is vital to know how to decipher information from these headlines. Some of the main features of a headline are as given below:

1. Headlines generally use simple present tense for most events.

For Example : *Indian Women Cricket team's dream run continues.*

2. Newspaper headlines are generally written in short phrases without a verb.

For Example : *Civic body elections on Dec.17*

3. Headlines do not carry helping verbs when written in passive form.

For Example : *Nabha youth shot, killer arrested*

4. Sometimes a headline uses infinitive 'to' to convey future events.

For Example : *PM to address the nation from Red Fort on Independence Day.*

5. Subject of the headline is separated from what is being said using a colon (:).

For Example : *Assam floods: thousands homeless.*

6. Don't use articles in the headlines(a, an, the)

For Example : *Man tries to capture flying snake in park.*

The following explanations of some headlines will help the students in developing a clear understanding.

1. **INVESTMENT IN INFRASTRUCTTURE TO BOOST EMPLOYMENT OPPORTUNITIES**

   Big investments in Infrastructure will lead to creation of thousands of job opportunities in construction sector as well as in services sector. The government aims to push more funds into making roads and bridges for use in the next fifty years.

2. **WOMEN TO JOIN INDIAN ARMY AS OFFICERS**

   Indian Army has opened entry of women into Army to join as officers. Female officers will work in non-combat roles in a competitive environment.

3. **6.3 % GROWTH, UP FROM 5.7%**

   Reversing a five-quarter slide in GDP, the Indian economy grew by 6.3% in the second quarter of this financial year. It gives the hope that the impact of the changes in recent policies will further improve the situation.

4. **DECLARED DEAD, NEWBORN FOUND ALIVE**

   In a shocking incident, premature twins were allegedly declared dead by an upscale private hospital and handed over in a polythene bag to their parents, who realized that one of them was alive as they were on the way to perform the last rites.

5. **STUDENTS SHOWCASE INNOVATIVE PROJECTS**

   Centre for Innovation IIT Madras, recently organized an Open House, which showcased their innovative projects, automated machines and a formula race car made by the students of IIT Madras.

6. **RISE, FALL AND RISE OF ANCIENT SEAT OF LEARNING**

   The ancient seat of learning, Nalanda, one of the oldest universities in the world, which was destroyed 800 years ago, has now reopened its gate to offer knowledge to students.

7. IAF CONDUCTS EXERCISES WITH FRENCH AND SINGAPORE AIR FORCES

Indian Air Forces said that it had recently conducted a range of joint exercises with the French and the Singapore Air Forces. The joint exercises were held at an undisclosed location in France.

8. HEAVY RAINS LASH DELHI AFTER HUMID FRIDAY MORNING

Heavy rains lashed national capital on Friday after it saw humid Friday morning with the minimum temperature recorded at 28 degrees celcius, two notches above the season's average.

9. GOVT. TO TRACK 'HIDDEN' HIV+

On World AIDS day, the Government said that, having halted the HIV/AIDS epidemic, it would work to find the hidden HIV burden by tracking missed persons living with infection.

10. VISITORS IN FOR TREAT AT RETREAT CEREMONY

The Retreat Ceremony at Atari-Wagah Joint Check Post would be a different experience from the start of the new-year. A new U-shape spectators' gallery with higher seating capacity and better viewing arrangements will add to the grand experience of the audience.

11. INDIA-US SIGN MOC ON TRANSPORTATION

A Memorandum of Co-operation for transportation was signed between India and the US. The MOC aims to foster cooperative work on key issues of mutual interest for all modes of transportation, coordinating public and private sector resources and expertise to advance safe, secure and integrated transportation systems.

12. KIDS FILE PLEA IN SCURGING BAN ON BURSTING CRACKERS IN WEDDINGS

Three kids of Delhi, Arjun Gopal, Aarav Bhandari and Zoya Rao, have filed a plea in the Supreme Court to put a complete ban on the use of crackers in the weddings in the NCR region.

13. CYCLONE OCKHI CREATES HAVOC IN TN AND KERALA

Heavy rains continued to batter coastal areas of Kerala and south Tamil Nadu today, crippling normal life, even as Cyclone Ockhi lay centered about 80 km north-east of Minicoy in Lakshadweep.

14. INDIA-AUSTRALIA HOCKEY MATCH ENDS IN DRAW

India and Australia's first match in the Hockey World League ended in a draw as both the teams scored a goal each.

15. RAILWAYS CANCELS TWO TRAINS

The railways has announced the cancellation of two important trains originating from Sri Ganganagar from December 1 to February 15 due to heavy fog in the last few days.

16. NAVY SAVES 55 LOST AT SEA

The Indian Navy rescued 55 civilians who were stranded at sea due to the cyclones. It has deployed five ships, a Dornier, advanced light helicopters (ALH) and a P8I Boeing, the most advanced surveillance aircraft in the Navy.

17. KUDERMUKH AND RAJAJI NATIONAL PARKS DECLARED TIGER RESERVES

The National Tiger Conservation Authority has accorded final approval to Kudermukh National Park in Karnataka and Rajaji National Park in Uttrakhand for being declared as tiger reserves by the respective states.

18. INDIAN NAVAL LADY OFFICERS ON A SPECIAL MISSION

Six Indian Navy lady officers are out on high priority mission 'Sagar Prikarma Circumnavigation' on an Indian built yatch, INSV Tarini. Indian Prime Minister and Defence Minister are closely monitoring the progress of this mission.

19. FACEBOOK: 40 LAKH PLEDGED TO DONATE BLOOD

Over 40 lakh people in India have signed up as blood donors on Facebook since it pioneered the feature in October.

20. PANEL TO FRAME DIESEL RULES FOR TRACTORS

The oil ministry has set up a high-level panel to help frame fuel economy rules for tractors to moderate their diesel consumption. It constitutes almost 7.7 percent of India's annual diesel use.

EXERCISE FOR PRACTICE

Explain the following Newspaper Headlines in 15-20 words.

1. PNB RAISES DEPOSIT RATE BY 0.5 %
2. POWERFUL STORM KILLS 5 IN SRI LANKA

3. FM HINTS AT CLUBBING DIFFERENT GST RATES
4. 5 TERRORISTS KILLED IN VALLEY
5. ELECTRIC VANS IN MOST TOWNS SOON
6. INDIA SHOWCASES ITS NAVAL MIGHT
7. WILL HYPERLOOP BE FUTURE OF INDIA'S TRANSPORT?
8. SC TO REVISIT 'NO AUTOMATIC ARREST' IN DOWRY CASES
9. COME, INVEST IN OUR GROWTH STORY: PM MODI
10. AT LINE OF CONTROL IN KARGIL, WINTER WAR BEGINS
11. ICSE CLASS 10, +2 PASS MARKS LOWERED
12. MLA'S TO DECLARE ASSETS ON JAN 1 EVERY YEAR
13. BALI VOLCANO KEEPS AIRPORT CLOSED
14. SRI LANKA CRASHES TO EMBARASSING INNINGS DEFEAT
15. ASHWIN FASTEST TO 300 CLUB
16. PM TO ADDRESS UN GENERAL ASSEMBLY
17. INDIA PUSHES FOR PERMANENT MEMBERSHIP AT UNSC
18. US FRUSTRATION WITH PAKISTAN ON HIGH
19. INDIA REELECTED ON INTERNATIONAL MARITIME COUNCIL
20. FIFA WORLD CUP DRAW COMPLETE IN RUSSIA



18 THE ART OF TRANSLATION

Learning Objectives

After the completion of this chapter, the learner will be able to :

* use English language as a means of communication in bilingual method.
* learn correct structural formation of sentences in English .

Translation is the communication of meaning of a source language text by means of an equivalent target language. In simple words, it is an act, a process of rendering meaning from one language into another. It is an art as well as a skill. It is different thing for different people; for some it is only a text; for others it may be an activity. According to Anthony Pym, "Translation is a text from the perspective of external knowledge, but an activity from the perspective of internal knowledge." It can be mastered through regular practice. To master this art, it is important to keep in mind that translation involves understanding cultural background of the language and rules of grammar. "When we translate Punjabi/ Hindi into English, we must remember that no two languages express the same thing in the same manner. So we must learn about the differences in structural formation of sentences in these languages.

Hindi/Punjabi:	ਮੈਂ ਇੱਕ ਕਿਤਾਬ ਪੜ੍ਹਦਾ ਹਾਂ।	– Subject + (Object/Complement) + Verb
English :	I read a book.	– Subject + Verb + (Object/Complement)

I. The Use of 'Be' – is, am, are, was and were

is, am, are, was ਅਤੇ were ਦਾ ਇਸਤੇਮਾਲ linking Verb ਦੇ ਤੌਰ 'ਤੇ ਕੀਤਾ ਜਾਂਦਾ ਹੈ।

A . Affirmative Sentences

1. ਉਹ ਮੇਰਾ ਮਿੱਤਰ ਹੈ।	He is my friend.
2. ਮੈਂ ਇੱਕ ਖਿਡਾਰੀ ਹਾਂ।	I am a player.

3. ਤੁਸੀਂ ਠੀਕ ਹੋ।	You are right.
4. ਉਹ ਚਲਾਕ ਸਨ।	They were clever.
5. ਅਮਿਤ ਮੇਰਾ ਵਿਦਿਆਰਥੀ ਸੀ।	Amit was my student.

B. Negative Sentences

1. ਉਹ ਲੇਖਕ ਨਹੀਂ ਹੈ।	He is not a writer.
2. ਸਾਨੂੰ ਜਲਦੀ ਨਹੀਂ ਹੈ।	We are not in a hurry.
3. ਮੈਂ ਨੇਤਾ ਨਹੀਂ ਹਾਂ।	I am not a leader.
4. ਮੈਂ ਬੇਈਮਾਨ ਨਹੀਂ ਸੀ।	I was not dishonest.
5. ਬੱਚੇ ਦੁਖੀ ਨਹੀਂ ਸਨ।	Children were not unhappy.

C. Interrogative Sentences

1. ਕੀ ਉਹ ਤੁਹਾਡਾ ਮਿੱਤਰ ਹੈ?	Is he your friend?
2. ਕੀ ਸ਼ਮਾਂ ਕੰਜੂਸ ਹੈ?	Is Shama a miser?
3. ਕੀ ਮਨਜੀਤ ਇਮਾਨਦਾਰ ਹੈ?	Is Manjit honest?
4. ਕੀ ਤੁਸੀਂ ਸਹੀ ਸੀ?	Were you right?
5. ਕੀ ਲੜਕੇ ਖੁਸ਼ ਸਨ?	Were the boys happy?

EXERCISE FOR PRACTICE

1. ਉਹ ਭੁੱਖਾ ਹੈ।
2. ਇਮਾਨਦਾਰੀ ਸਭ ਤੋਂ ਉੱਤਮ ਨੀਤੀ ਹੈ।
3. ਮੈਂ ਕਵੀ ਹਾਂ।
4. ਸਾਨੂੰ ਰੋਜ਼ ਸੈਰ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।
5. ਉਹ ਭ੍ਰਿਸ਼ਟ ਨਹੀਂ ਸਨ।
6. ਇਹ ਮਕਾਨ ਵਿਕਾਊ ਨਹੀਂ ਹੈ।
7. ਰਾਜ ਕਿਸਾਨ ਨਹੀਂ ਸੀ।
8. ਕੀ ਦਸ ਵੱਜੇ ਹਨ?
9. ਕੀ ਤੁਹਾਡੇ ਪਿਤਾ ਜੀ ਬਹੁਤ ਅਮੀਰ ਸਨ?
10. ਕੀ ਇਹ ਆਮ-ਰਸਤਾ ਹੈ?

I. Present Indefinite Tense

ਇਸ Tense ਦੀ ਵਰਤੋਂ ਹੇਠ ਲਿਖੀਆਂ ਹਾਲਤਾਂ ਵਿੱਚ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

1. ਕਿਸੇ ਵਿਅਕਤੀ ਦੀ ਆਦਤ, ਰੋਜ਼ਾਨਾ ਕਰਨ ਵਾਲੇ ਕੰਮ ਜਾਂ ਚਰਿੱਤਰ ਚਿਤਰਨ ਸੰਬੰਧੀ।
   (i) He always speaks the truth.

(ii) I go to school.

(iii) She runs very fast.

2. ਸੱਚ ਹੋਣ ਵਾਲੀਆਂ ਗੱਲਾਂ ਅਤੇ ਕੁਦਰਤੀ ਸੱਚ ਸੰਬੰਧੀ।

(i) The Sun rises in the East.

(ii) The Earth revolves around the Sun.

(iii) Truth tastes bitter.

Rule :

1. ਇਸ Tense ਵਿੱਚ Verb ਦੀ ਪਹਿਲੀ ਫਾਰਮ V_1 ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

2. Third Person / Singular ਹੋਵੇ ਤਾਂ V_1 form ਦੇ ਨਾਲ s, es ਲਗਾਇਆ ਜਾਂਦਾ ਹੈ।

3. First Person, Second Person ਅਤੇ ਬਹੁਵਚਨ ਦੇ ਲਈ V_1 form ਲਗਾਈ ਜਾਂਦੀ ਹੈ।

4. Negative ਅਤੇ Interrogative sentences ਵਿੱਚ Subject ਤੇ ਅਧਾਰਿਤ, 'do' ਜਾਂ 'does' ਦੀ ਵਰਤੋਂ ਹੁੰਦੀ ਹੈ। ਇਨ੍ਹਾਂ ਦੋਵਾਂ 'do' ਅਤੇ 'does' ਦੇ ਨਾਲ V_1 form ਹੀ ਲੱਗਦੀ ਹੈ।

Present Indefinite Tense

A. Affirmative Sentences

1. ਵਿਦਿਆਰਥੀ ਹਰ ਰੋਜ਼ ਮੈਦਾਨ ਵਿਚ ਖੇਡਦੇ ਹਨ।

The students play in the ground everyday.

2. ਮੈਂ ਆਪਣੇ ਮਾਤਾ-ਪਿਤਾ ਦਾ ਦਿਲੋਂ ਸਤਿਕਾਰ ਕਰਦਾ ਹਾਂ।

I respect my parents from the core of my heart.

3. ਸਤਜੋਤ ਡੀ.ਏ.ਵੀ. ਕਾਲਜ ਜਲੰਧਰ ਵਿਖੇ ਪੜ੍ਹਦਾ ਹੈ।

Satjot studies in D.A.V. College, Jalandhar.

4. ਪ੍ਰਿੰਸੀਪਲ ਅੱਧੀ ਛੁੱਟੀ ਦੇ ਸਮੇਂ ਸਕੂਲ ਦਾ ਚੱਕਰ ਲਗਾਉਂਦਾ ਹੈ।

The Principal takes a round of the school in the recess.

5. ਅਸੀਂ ਸੜਕ ਦੇ ਨਿਯਮਾਂ ਦਾ ਪਾਲਣ ਕਰਦੇ ਹਾਂ।

We obey the traffic rules.

B. Negative Sentences

1. ਸੀਤਾ ਆਪਣੇ ਭਰਾ ਨਾਲ ਬਾਜ਼ਾਰ ਨਹੀਂ ਜਾਂਦੀ ਹੈ।

Sita does not go to the market with her brother.

2. ਤੁਸੀਂ ਮੈਨੂੰ ਪਸੰਦ ਨਹੀਂ ਕਰਦੇ ਹੋ।

You don't like me.

3. ਅੱਜ-ਕੱਲ੍ਹ ਵਿਦਿਆਰਥੀ ਪੜ੍ਹਾਈ ਤੋਂ ਜੀ ਨਹੀਂ ਚਰਾਉਂਦੇ ਹਨ।
   The students do not shirk studies these days.
4. ਉਹ ਮੇਰੇ ਵੱਲ ਬਿਲਕੁਲ ਧਿਆਨ ਨਹੀਂ ਦਿੰਦੀ ਹੈ।
   She does not pay any attention to me.
5. ਉਹ ਆਟਾ ਗੁੰਨ੍ਹਣਾ ਨਹੀਂ ਜਾਣਦਾ ਹੈ।
   He does not know how to knead flour.

C. Interrogative Sentences

1. ਕੀ ਤੁਸੀਂ ਕਿਰਾਏ ਦੇ ਮਕਾਨ ਵਿੱਚ ਰਹਿੰਦੇ ਹੋ?
   Do you live in a rented house?
2. ਕੀ ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਜ਼ਾ ਦਿੰਦਾ ਹੈ?
   Does the teacher punish the students?
3. ਕੀ ਉਹ ਸਵੈਟਰ ਨਹੀਂ ਬੁਣਦੀ ਹੈ?
   Does she not knit sweater?
4. ਕੀ ਅਸੀਂ ਸ਼ਾਮ ਨੂੰ ਖੇਡਣ ਜਾਂਦੇ ਹਾਂ?
   Do we go to play in the evening?
5. ਕੀ ਦਾਦਾ ਜੀ ਰੋਜ਼ ਮੰਦਿਰ ਜਾਂਦੇ ਹਨ?
   Does grandfather go to temple everyday?

II. Past Indefinite Tense

ਇਸ Tense ਦੀ ਵਰਤੋਂ 'ਭੂਤਕਾਲ ਵਿੱਚ ਕਿਰਿਆ ਸ਼ੁਰੂ ਹੋ ਕੇ ਖ਼ਤਮ ਹੋ ਜਾਣ 'ਤੇ ਕੀਤੀ ਜਾਂਦੀ ਹੈ। ਇਸ ਕਿਰਿਆ ਦਾ Present ਨਾਲ ਕੋਈ ਸੰਬੰਧ ਨਹੀਂ ਹੁੰਦਾ ਹੈ।

For Example : He studied in this school last year.

Rules :

1. Affirmative ਵਾਕਾਂ ਵਿੱਚ verb ਦੀ 2nd form ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।
2. Negative ਵਾਕਾਂ ਵਿੱਚ did + not + V_1 form ਦੀ ਅਤੇ Interrogative ਵਿੱਚ Did + V_1 form ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।
3. Did ਨਾਲ ਹਮੇਸ਼ਾਂ ਹੀ verb ਦੀ 1st form ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

Past Indefinite Tense

A. Affirmative Sentences

1. ਮੈਂ ਪਰਸੋਂ ਨਵੀਂ ਕਾਰ ਖਰੀਦੀ।
   I bought a new car the day before yesterday.

2. ਉਹ ਆਪਣਾ ਪਰਸ ਘਰ ਭੁੱਲ ਗਈ।
She forgot her purse at home.
3. ਤੁਸੀਂ ਮੇਰੇ ਦੋਸਤਾਂ ਸਾਹਮਣੇ ਮੈਨੂੰ ਅਪਮਾਨਤ ਕੀਤਾ।
You insulted me in the presence of my friends.
4. ਰਾਜੀਵ ਨੇ ਬਹੁਤ ਸੁੰਦਰ ਤਸਵੀਰ ਖਿੱਚੀ।
Rajiv clicked a beautiful photograph.
5. ਜਾਸੂਸ ਨੇ ਆਪਣੇ ਦੇਸ਼ ਨਾਲ ਗੱਦਾਰੀ ਕੀਤੀ।
The spy betrayed his country.
6. ਉਸਨੇ ਮੈਨੂੰ ਰਸੀਦ ਫੜਾ ਦਿੱਤੀ।
She/He handed over the receipt to me.

B. Negative Sentences

1. ਚੌਂਕੀਦਾਰ ਨੇ ਦਰਵਾਜ਼ੇ ਦੀ ਕੁੰਡੀ ਨਹੀਂ ਲਗਾਈ।
The watchman did not bolt the door.
2. ਅਧਿਆਪਕ ਨੇ ਟੈਸਟ ਨਹੀਂ ਲਿਆ।
The teacher did not give the test.
3. ਸਾਨੂੰ ਨਿੱਘਾ ਸਵਾਗਤ ਨਹੀਂ ਮਿਲਿਆ।
We did not receive a warm welcome.
4. ਉਹ ਅਦਰਕ ਛਿੱਲਣਾ ਨਹੀਂ ਜਾਣਦੀ ਸੀ।
She did not know how to peel ginger.
5. ਮਾਤਾ ਜੀ ਨੇ ਚਾਦਰ ਤਹਿ ਨਹੀਂ ਕੀਤੀ।
The mother did not fold the bed sheet.

C. Interrogative Sentences

1. ਕੀ ਉਸਨੇ ਮੇਰਾ ਜ਼ਿਕਰ ਕੀਤਾ?
Did he talk about me?
2. ਕੀ ਤੁਸੀਂ ਕੱਲ੍ਹ ਉੱਥੇ ਗਏ?
Did you go there yesterday?
3. ਕੀ ਮੁੱਖ ਮੰਤਰੀ ਨੇ ਝੰਡਾ ਲਹਿਰਾਇਆ?
Did the Chief Minister hoist the flag?
4. ਕੀ ਤੁਸੀਂ ਉਸ ਤੋਂ ਜ਼ੁਰਮਾਨਾ ਨਹੀਂ ਲਿਆ?
Did you not collect fine from him?
5. ਕੀ ਖਾਨਸਾਮੇ ਨੇ ਖਾਣਾ ਪਰੋਸਿਆ?
Did the chef serve the food?

III. Future Indefinite Tense

ਇਹ Tense ਭਵਿੱਖ ਵਿੱਚ ਹੋਣ ਵਾਲੀ ਕਿਸੇ ਦੀ ਘਟਨਾ ਦੇ ਬਾਰੇ ਵਰਤਿਆ ਜਾਂਦਾ ਹੈ।

For Example : I shall not come tomorrow.
He will visit next month.

Rule :

1. ਇਸ Tense ਵਿੱਚ will/shall ਅਤੇ / verb ਦੀ ਪਹਿਲੀ form ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।
2. First person (I,we) ਦੇ ਨਾਲ shall + verb ਦੀ ਪਹਿਲੀ form ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।
3. Second person (you) ਅਤੇ / third person 'singular' ਅਤੇ 'Plural' ਸਾਰਿਆਂ ਦੇ ਨਾਲ ਹੀ will ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।
4. Assertive ਅਤੇ Negative ਵਾਕਾਂ ਵਿੱਚ ਆਪਣੇ ਉਦੇਸ਼ ਨੂੰ ਪੁਖ਼ਤਾ (ਪੱਕਾ) ਕਰਨ ਲਈ will/shall ਦੀ ਵਰਤੋਂ ਨਿਯਮ ਦੇ ਉਲਟ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

For Example : I will meet you.
I'll see you in the court.
I will not come today.

Future Indefinite Tense

A. Affirmative Sentences

1. ਮਹਿਮਾਨ ਰੋਟੀ ਘਰ ਹੀ ਖਾਣਗੇ।
   The guests will take food at home only.
2. ਉਹ ਮੰਗਲਵਾਰ ਤੱਕ ਕੰਮ ਖ਼ਤਮ ਕਰ ਲਵੇਗਾ।
   He will complete the work by Tuesday.
3. ਮੇਰੇ ਪਿਤਾ ਜੀ ਮੇਰਾ ਕਰਜਾ ਚੁਕਾਉਣਗੇ।
   My father will pay my debt.
4. ਉਹ ਜ਼ਰੂਰ ਤੁਹਾਨੂੰ ਧੋਖਾ ਦੇਵੇਗੀ।
   She will definitely deceive you.
5. ਪਹਿਲਵਾਨ ਕੁਸ਼ਤੀ ਜਿੱਤ ਲਵੇਗਾ।
   The wrestler will win the fight/bout.

B. Negative Sentences

1. ਮੈਂ ਤੁਹਾਨੂੰ ਨਿਰਾਸ਼ ਨਹੀਂ ਕਰਾਂਗਾ।
   I will not disappoint you.

2. ਅਸੀਂ ਤੁਹਾਡੀ ਸ਼ਿਕਾਇਤ ਨਹੀਂ ਕਰਾਂਗੇ।

We won't complain against you.

3. ਕੰਮਵਾਲੀ ਬਰਤਨ ਸਾਫ਼ ਨਹੀਂ ਕਰੇਗੀ।

The maid will not wash the utensils.

4. ਅਸੀਂ ਆਪਣਾ ਚੌਗਿਰਦਾ ਸਾਫ਼ ਰੱਖਾਂਗੇ।

We shall keep our surroundings clean.

5. ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਜਮਾਤ ਵਿੱਚ ਗੰਦ ਨਹੀਂ ਪਾਉਣਗੇ।

The students will not litter the class.

C. Interrogative Sentences

1. ਕੀ ਤੁਸੀਂ ਕੱਲ੍ਹ ਇੰਟਰਵਿਊ ਵਿੱਚ ਹਾਜ਼ਰ ਹੋਵੋਗੇ?

Will you appear in the interview tomorrow?

2. ਕੀ ਅਸੀਂ ਇਸ ਸਾਲ ਪਹਾੜਾਂ 'ਤੇ ਜਾਵਾਂਗੇ?

Shall we go to mountains this year?

3. ਕੀ ਤੁਸੀਂ ਅੱਜ ਬਿੱਲ ਬਣਾ ਲਵੋਗੇ?

Will you prepare the bill today?

4. ਕੀ ਉਸਨੂੰ ਕਦੇ ਬੋਲਣ ਦਾ ਤਰੀਕਾ ਆਵੇਗਾ?

Will he ever learn how to speak?

5. ਕੀ ਉਹ ਸਾਡੇ ਲਈ ਚਾਹ ਬਣਾਵੇਗੀ?

Will she prepare tea for us?

IV. Present Continuous Tense

1. ਇਸ tense ਦੀ ਵਰਤੋਂ ਉਨ੍ਹਾਂ ਵਾਕਾਂ ਵਿੱਚ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਜਿਨ੍ਹਾਂ ਵਿੱਚ ਕਿਸੇ ਵੀ ਘਟਨਾ ਦਾ ਵਰਨਣ, ਬੋਲਣ ਜਾਂ ਲਿਖਣ ਵੇਲੇ ਹੋ ਰਿਹਾ ਹੋਵੇ।

For Example : I am writing this sentence.

Rule :

ਇਸ tense ਵਿੱਚ is, am, are ਦੇ ਨਾਲ verb ਦੀ ਪਹਿਲੀ form ਨਾਲ 'ing' ਦੀ ਵਰਤੋਂ ਹੁੰਦੀ ਹੈ।

Sub + is/am/are + V_1 + ing

Third Person (Singular) ਨਾਲ 'is', I ਦੇ ਨਾਲ 'am', Second Person 'you' ਅਤੇ ਬਹੁਵਚਨ ਨਾਲ 'are' ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

Present Continuous Tense

A. Affirmative Sentences

1. ਨੇਤਾ ਜੀ ਇੱਧਰ ਉੱਧਰ ਦੀਆਂ ਗੱਲਾਂ ਮਾਰ ਰਹੇ ਹਨ।
   The leader is beating about the bush.
2. ਉਹ ਤੌਲੀਆ ਨਿਚੋੜ ਰਹੀ ਹੈ।
   She is wringing out the towel.
3. ਰਮੇਸ਼ ਆਪਣੇ ਕੱਲ੍ਹ ਦੇ ਇਮਤਿਹਾਨ ਦੀ ਤਿਆਰੀ ਕਰ ਰਿਹਾ ਹੈ।
   Ramesh is preparing for his next day's exam.
4. ਅਧਿਆਪਕ ਸਾਨੂੰ ਚੰਗੇ ਕੰਮ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰ ਰਿਹਾ ਹੈ।
   The teacher is motivating us to do good deeds.
5. ਪਿਤਾ ਜੀ ਕੱਪੜੇ ਇਸਤਰੀ ਕਰ ਰਹੇ ਹਨ।
   The father is ironing the clothes.

B. Negative Sentences

1. ਉਹ ਮੇਰੀ ਗੱਲ ਨਹੀਂ ਸੁਣ ਰਹੀ ਹੈ।
   She is not listening to me.
2. ਬੱਚੇ ਕਤਾਰ ਵਿੱਚ ਨਹੀਂ ਚੱਲ ਰਹੇ ਹਨ।
   Children are not walking in queue.
3. ਮੈਂ ਤੁਹਾਡੀ ਕਾਬਲੀਅਤ 'ਤੇ ਸ਼ੱਕ ਨਹੀਂ ਕਰ ਰਿਹਾ ਹਾਂ।
   I am not doubting your competence.
4. ਜੱਜ ਸਹੀ ਫ਼ੈਸਲਾ ਨਹੀਂ ਦੇ ਰਿਹਾ ਹੈ।
   The judge is not delivering the right verdict.
5. ਰਾਜਨੇਤਾ ਸਾਨੂੰ ਮੂਰਖ਼ ਨਹੀਂ ਬਣਾ ਰਹੇ ਹਨ।
   The politicians are not befooling us.

C. Interrogative Sentences

1. ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਨਜ਼ਰਅੰਦਾਜ਼ ਕਰ ਰਹੇ ਹੋ?
   Are you avoiding me?
2. ਕੀ ਅਫ਼ਸਰ ਮੁਲਾਜ਼ਿਮਾਂ ਦਾ ਸ਼ੋਸ਼ਣ ਕਰ ਰਿਹਾ ਹੈ?
   Is the officer exploiting the employees?
3. ਕੀ ਉਹ ਮੇਰਾ ਫ਼ੋਨ ਨਹੀਂ ਚੁੱਕ ਰਿਹਾ ਹੈ?
   Is he not receiving my call?

4. ਕੀ ਤੁਸੀਂ ਧੁੱਪੇ ਬੈਠੇ ਹੋ?
   Are you sitting in the sun?
5. ਕੀ ਉਹ ਆਪਣਾ ਸਮਾਨ ਨਾਲ ਲਿਆ ਰਿਹਾ ਹੈ?
   Is he bringing his luggage along with him?

V. Past Continuous Tense

ਇਸ Tense ਦੀ ਵਰਤੋਂ ਉਦੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਜਦੋਂ ਕਿਰਿਆ ਭੂਤਕਾਲ ਵਿੱਚ ਕਿਸੇ ਨਿਸ਼ਚਿਤ ਸਮੇਂ 'ਤੇ ਹੋਈ ਹੋਵੇ।

For Example : He was eating food when I visited him.

Rule :

ਇਸ Tense ਵਿੱਚ was/were ਦੇ ਨਾਲ V_1 + ing ਦੀ ਵਰਤੋਂ ਹੁੰਦੀ ਹੈ। First Person 'I' ਅਤੇ third person (singular) ਦੇ ਨਾਲ 'was' ਦੀ ਵਰਤੋਂ ਹੁੰਦੀ ਹੈ ਅਤੇ Second Person 'you' ਅਤੇ ਬਹੁਵਚਨ (Plural) ਨਾਲ 'were' ਦੀ ਵਰਤੋਂ ਹੁੰਦੀ ਹੈ।

Past Continuous Tense

A. Affirmative Sentences

1. ਉਹ ਮੇਰਾ ਮਜ਼ਾਕ ਉਡਾ ਰਿਹਾ ਸੀ।
   He was making fun of me.
2. ਉਹ ਸ਼ੀਸ਼ੇ ਸਾਹਮਣੇ ਆਪਣੇ ਵਾਲ ਵਾਹ ਰਹੀ ਸੀ।
   She was combing her hair in front of the mirror.
3. ਜਦੋਂ ਤੁਸੀਂ ਫ਼ੋਨ ਕੀਤਾ ਸੀ ਮੇਰੇ ਮਾਤਾ ਜੀ ਮੈਨੂੰ ਸਲਾਹ ਦੇ ਰਹੇ ਸਨ।
   My mother was giving me a piece of advice when you called me up.
4. ਬੱਚਾ ਪਿਤਾ ਜੀ ਨੂੰ ਮੂਰਖ਼ ਬਨਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰ ਰਿਹਾ ਸੀ।
   The child was trying to befool his father.

B. Negative Sentences

1. ਭੋਲ਼ੀ ਆਪਣੇ ਪਿਤਾ ਜੀ ਨਾਲ ਬਹਿਸ ਨਹੀਂ ਕਰ ਰਹੀ ਸੀ।
   Bholi was not arguing with her father.
2. ਸੰਗੀਤਕਾਰ ਇੱਕ ਨਵੀਂ ਧੁਨ ਨਹੀਂ ਬਣਾ ਰਿਹਾ ਸੀ।
   The musician was not composing a new tune.
3. ਰਾਮ ਲਾਲ ਆਪਣੀ ਧੀ ਦੀ ਚਿੰਤਾ ਨਹੀਂ ਕਰ ਰਿਹਾ ਸੀ।
   Ram Lal was not worrying about his daughter.

4. ਬੱਚਾ ਰੋ ਨਹੀਂ ਰਿਹਾ ਸੀ।
   The child was not crying.
5. ਮੇਜ਼ਬਾਨ ਮਹਿਮਾਨ ਨੂੰ ਖਾਣਾ ਨਹੀਂ ਪਰੋਸ ਰਿਹਾ ਸੀ।
   The host was not serving food to the guest.

C. Interrogative Sentences

1. ਕੀ ਤੁਸੀਂ ਉਸਦੇ ਬਚਾਓ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰ ਰਹੇ ਸੀ?
   Were you trying to defend him?
2. ਕੀ ਪ੍ਰਿੰਸੀਪਲ ਉਸ ਸਮੇਂ ਕਾਗਜ਼ ਤਸਦੀਕ ਕਰ ਰਿਹਾ ਸੀ?
   Was the principal attesting the papers at that time?
3. ਕੀ ਉਸ ਸਮੇਂ ਰਮੇਸ਼ ਆਪਣੀ ਗ਼ਲਤੀ ਲਈ ਮੁਆਫ਼ੀ ਮੰਗ ਰਿਹਾ ਸੀ?
   Was Ramesh apologizing for his mistake at that time?
4. ਜਦੋਂ ਮੈਂ ਉਸਨੂੰ ਬੁਲਾਇਆ ਸੀ, ਤਾਂ ਕੀ ਬੱਚਾ ਭੋਜਨ ਦਾ ਆਨੰਦ ਮਾਣ ਰਿਹਾ ਸੀ?
   Was the child relishing the food when I called him?

VI . Future Continuous Tense

ਇਸ Tense ਦੀ ਵਰਤੋਂ ਭਵਿੱਖ ਵਿੱਚ ਕਿਸੇ ਨਿਸ਼ਚਿਤ ਸਮੇਂ ਹੋਣ ਵਾਲੀ ਘਟਨਾ ਦੇ ਵਰਨਣ ਸਮੇਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

For Example : He will be going to Delhi tomorrow at this time.

Rule :

ਇਸ Tense ਵਿੱਚ will/shall + be + V_1 + ing ਦੀ ਵਰਤੋਂ ਹੁੰਦੀ ਹੈ।

Future Continuous Tense

A. Affirmative Sentences

1. ਉਹ ਅਗਲੇ ਸਾਲ ਤੋਂ ਬੈਂਕ ਵਿੱਚ ਨੌਕਰੀ ਕਰ ਰਿਹਾ ਹੋਵੇਗਾ।
   He will be working in a bank next year.
2. ਅਸੀਂ ਆਪਣੇ ਇਮਤਿਹਾਨ ਦੀ ਤਿਆਰੀ ਕਰ ਰਹੇ ਹੋਵਾਂਗੇ।
   We shall be preparing for our examination.
3. ਉਸ ਸਮੇਂ ਮਾਲ਼ੀ ਬੂਟਿਆਂ ਨੂੰ ਪਾਣੀ ਦੇ ਰਿਹਾ ਹੋਵੇਗਾ।
   The gardener will be watering the plants at that time.
4. ਮੈਂ ਜਦੋਂ ਘਰ ਪੁੱਜਾਗਾ, ਸੂਰਜ ਅਸਤ ਹੋ ਰਿਹਾ ਹੋਵੇਗਾ।
   The sun will be setting when I reach home.

B. Negative Sentences

1. ਜਦੋਂ ਤੁਸੀਂ ਉਸਦੇ ਘਰ ਜਾਉਗੇ, ਉਹ ਰਾਤ ਦਾ ਖਾਣਾ ਨਹੀਂ ਖਾ ਰਿਹਾ ਹੋਵੇਗਾ।
   He will not be taking dinner when you go to his house.
2. ਜਦੋਂ ਤੁਸੀਂ ਸਾਨੂੰ ਮਿਲਣ ਆਉਗੇ, ਅਸੀਂ ਆਰਾਮ ਨਹੀਂ ਕਰ ਰਹੇ ਹੋਵਾਂਗੇ।
   We shall not be resting when you visit us.
3. ਅਸੀਂ ਇੱਕ ਹਫ਼ਤੇ ਤਕ ਉੱਥੇ ਨਹੀਂ ਰਹਾਂਗੇ।
   We shall not be staying there for a week.
4. ਤਦ ਬਾਰਿਸ਼ ਨਹੀਂ ਹੋ ਰਿਹਾ ਹੋਵੇਗੀ।
   It will not be raining then.

C. Interrogative Sentences

1. ਕੀ ਤਦ ਉੱਥੇ ਮੀਂਹ ਨਹੀਂ ਪੈ ਰਿਹਾ ਹੋਵੇਗਾ?
   Will it not be raining there then?
2. ਜਦੋਂ ਤੁਸੀਂ ਖੇਡ ਦੇ ਮੈਦਾਨ ਵਿਚ ਪੁੱਜੋਗੇ, ਕੀ ਵਿਦਿਆਰਥੀ ਕਤਾਰਾਂ ਵਿੱਚ ਖਲੋਤੇ ਹੋਣਗੇ?
   Will the students be standing in the queues when you reach the playground?
3. ਕੀ ਸਤੰਬਰ ਵਿੱਚ ਦਰੱਖਤ ਦੇ ਪੱਤੇ ਝੜ ਰਹੇ ਹੋਣਗੇ?
   Will the tree be shedding off its leaves in September?
4. ਕੀ ਕਲ ਸਵੇਰੇ ਸੱਤ ਵਜੇ ਪੁਲਿਸ ਦਾ ਪਿੱਛਾ ਕਰ ਰਹੀ ਹੋਵੇਗੀ?
   Will the police be chasing the thief at 7a.m. tomorrow?

VII. Present Perfect Tense

ਇਸ Tense ਦੀ ਵਰਤੋਂ ਕੁਝ ਸਮਾਂ ਪਹਿਲਾਂ ਬੀਤਣ ਵਾਲੀ ਘਟਨਾ ਬਾਰੇ ਗੱਲ ਕਰਨ ਸਮੇਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

For Example : He has done his duty.

Rule :

ਇਸ Tense ਵਿੱਚ has/have + V_3 form ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

Present Perfect Tense

A. Affirmative Sentences

1. ਉਸ ਨੇ ਚਾਹ ਪੀ ਲਈ ਹੈ।
   He has taken tea.

2. ਤਕਨੌਲੋਜੀ ਨੇ ਬਹੁਤ ਤਰੱਕੀ ਕਰ ਲਈ ਹੈ।
Technology has developed a lot.
3. ਅਸੀਂ ਆਪਣੇ ਸਕੂਲ ਵਿੱਚ ਸਾਇੰਸ ਮੇਲੇ ਦਾ ਆਯੋਜਨ ਕੀਤਾ ਹੈ।
We have organized a science fair in our school.
4. ਮਹਿੰਗਾਈ ਨੇ ਸਾਡੀ ਜ਼ਿੰਦਗੀ ਨੂੰ ਬਹੁਤ ਪ੍ਰਭਾਵਿਤ ਕੀਤਾ ਹੈ।
Inflation has affected our lives a lot.
5. ਉਹ ਕਾਫ਼ੀ ਸਮੇਂ ਪਹਿਲਾਂ ਇਹ ਜਗ੍ਹਾ ਛੱਡ ਚੁੱਕੇ ਹਨ।
They have left this place long ago.

B. Negative Sentences

1. ਉਸਨੇ ਰਿਸ਼ਤੇ ਤੋਂ ਨਾਂਹ ਨਹੀਂ ਕੀਤੀ ਹੈ।
She has not refused the marriage proposal.
2. ਮੈਂ ਉਸਨੂੰ ਰਾਜ਼ੀ ਕਰਨ/ਮਨਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਨਹੀਂ ਕੀਤੀ ਹੈ।
I have not tried to convince her.
3. ਉਸਨੇ ਨਵਾਂ ਸੰਗੀਤ ਨਹੀਂ ਸੁਣਿਆ ਹੈ।
He has not listened to the latest music.
4. ਤੁਹਾਡੇ ਲੜਕੇ ਨੇ ਮੇਰੇ ਨਾਲ ਚੰਗਾ ਸਲੂਕ ਨਹੀਂ ਕੀਤਾ ਹੈ।
Your son has not behaved well with me.
5. ਅਸੀਂ ਆਪਣੀ ਗ਼ਲਤੀ ਦਾ ਅਹਿਸਾਸ ਨਹੀਂ ਕੀਤਾ ਹੈ।
We have not realized our mistake.

C. Interrogative Sentences

1. ਕੀ ਉਸਨੇ ਖ਼ੁਦ ਨੂੰ ਮੁਸੀਬਤ ਵਿੱਚ ਪਾ ਲਿਆ ਹੈ?
Has he got himself into trouble?
2. ਕੀ ਉਸਨੇ ਆਪਣੀ ਸਕੂਲੀ ਸਿੱਖਿਆ ਪੂਰੀ ਕਰ ਲਈ ਹੈ?
Has he completed his schooling?
3. ਕੀ ਤੁਸੀਂ 12ਵੀਂ ਵਿੱਚ ਵਿਗਿਆਨ ਦੀ ਚੋਣ ਨਹੀਂ ਕੀਤੀ?
Haven't you opted for Science stream in grade 12?
4. ਕੀ ਮੁੱਖ ਮਹਿਮਾਨ ਨੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਕਾਰਗੁਜ਼ਾਰੀ ਦੀ ਪ੍ਰਸ਼ੰਸਾ ਕੀਤੀ ਹੈ?
Has the Chief Guest applauded the performance of the students?
5. ਕੀ ਉਸਨੇ ਵੋਟ ਪਾ ਲਈ ਹੈ?
Has he cast his vote?

VIII. Past Perfect Tense

ਇਸ Tense ਦੀ ਵਰਤੋਂ ਉਸ ਸਮੇਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਜਦ ਕੋਈ ਗੱਲ ਜਾਂ ਘਟਨਾ ਬੀਤੇ ਸਮੇਂ ਦੌਰਾਨ ਕਿਸੇ ਹੋਰ ਘਟਨਾ ਦੇ ਸ਼ੁਰੂ ਹੋਣ ਤੋਂ ਪਹਿਲਾਂ ਖ਼ਤਮ/ਪੂਰੀ ਹੋ ਗਈ ਹੋਵੇ।

For Example : The train *had left* before he *reached* the station.

Rule :

ਇਸ Tense ਵਿੱਚ had + V_3 form ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

Past Perfect Tense

A. Affirmative Sentences

1. ਉਹ ਨਵੀਂ ਕਾਰ 2011 ਤਕ ਖਰੀਦ ਚੁੱਕਾ ਸੀ।
   He had bought a new car by 2011.
2. ਆਪਣੇ ਪਿਤਾ ਜੀ ਦੀ ਮੌਤ ਤੋਂ ਬਾਅਦ ਉਸਨੇ ਆਪਣਾ ਪਰਿਵਾਰਿਕ ਕਾਰੋਬਾਰ ਹੀ ਜਾਰੀ ਰੱਖਿਆ ਸੀ।
   He had continued his family business after his father's death.
3. ਮੈਂ ਪਹਿਲਾਂ ਹੀ ਇਸ ਕਾਰਖ਼ਾਨੇ ਵਿੱਚ ਦੋ ਸਾਲ ਕੰਮ ਕਰ ਚੁੱਕਿਆ ਸੀ।
   I had already worked for two years in this factory.
4. ਹੜਤਾਲ ਤੋਂ ਬਾਅਦ ਕੰਪਨੀ ਨੇ ਪਿਛਲੇ ਸਾਲ ਕਈ ਕਰਮਚਾਰੀ ਨੌਕਰੀ ਤੋਂ ਕੱਢ ਦਿੱਤੇ ਸਨ।
   The company had fired many employees after the strike.

B. Negative Sentences

1. ਦੋ ਵਜੇ ਤਕ ਅਧਿਆਪਕ ਨੇ ਸਾਰੇ ਉੱਤਰ ਚੈੱਕ ਨਹੀਂ ਕੀਤੇ ਸਨ।
   The teacher had not checked all the answers by 2 p.m.
2. ਮਈ 2016 ਤਕ ਸਰਕਾਰ ਨੇ ਕੋਈ ਨੋਟਿਸ ਜਾਰੀ ਨਹੀਂ ਕੀਤਾ ਸੀ।
   The government had not issued any notice till May 2016.
3. ਜਦੋਂ ਉਹ ਆਇਆ ਮੈਂ ਆਪਣਾ ਕੰਮ ਖ਼ਤਮ ਨਹੀਂ ਕਰ ਚੁੱਕਿਆ ਸੀ।
   I had not finished my work when he came.
4. ਉਹ ਬਾਰਸ਼ ਰੁੱਕਣ ਤੋਂ ਬਾਅਦ ਹੀ ਗਏ।
   They left after the rain had stopped.

C. Interrogative Sentences

1. ਕੀ ਉਪਭੋਗਤਾ ਨੇ ਧੋਖਾ ਖਾਣ ਤੋਂ ਬਾਅਦ ਕੰਪਨੀ ਖਿਲਾਫ਼ ਕੇਸ ਦਾਇਰ ਕਰ ਦਿੱਤਾ ਸੀ?
   Had the consumer filed a case against the company after he was cheated?

2. ਜਦੋਂ ਤੁਸੀਂ ਹਵਾਈ ਅੱਡਾ ਪੁੱਜੇ, ਕੀ ਹਵਾਈ ਜਹਾਜ਼ ਉਡਾਣ ਭਰ ਚੁੱਕਾ ਸੀ?
Had the flight taken off when you reached the airport?
3. ਜਦੋਂ ਤੁਸੀਂ ਸਟੇਸ਼ਨ ਪੁੱਜੇ, ਕੀ ਰੇਲਗੱਡੀ ਆ ਗਈ ਸੀ?
Had the train arrived when you reached the station?
4. ਕੀ ਉਸਨੇ 2017 ਤਕ ਕਾਫ਼ੀ ਧਨ ਇਕੱਠਾ ਕਰ ਲਿਆ ਸੀ?
Had he accumulated a lot of wealth by 2017?

IX. Future Perfect Tense

ਇਸ Tense ਦੀ ਵਰਤੋਂ ਭਵਿੱਖ ਵਿੱਚ ਹੋਣ ਵਾਲੀ ਘਟਨਾ, ਜੋ ਕਿ ਕਿਸੇ ਹੋਰ ਘਟਨਾ ਦੇ ਸ਼ੁਰੂ ਹੋਣ ਤੋਂ ਪਹਿਲਾਂ, ਵਾਪਰ ਚੁੱਕੀ ਹੋਵੇਗੀ, ਬਾਰੇ ਦੱਸਣ ਵੇਲੇ ਕੀਤੀ ਜਾਂਦੀ ਹੈ। ਅਜਿਹੀ ਹਾਲਤ ਵਿੱਚ ਬਾਅਦ ਵਿੱਚ ਹੋਣ ਵਾਲੀ ਘਟਨਾ Present Indefinite Tense ਵਿੱਚ ਦਰਸਾਈ ਜਾਂਦੀ ਹੈ।

For Example : The patient *will have died* before the doctor comes.

Rule :

ਇਸ Tense ਵਿੱਚ will/shall + have + V_3 form ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

Future Perfect Tense

A. Affirmative Sentences

1. ਉਸਨੇ ਆਪਣਾ ਘਰ ਦਾ ਕੰਮ ਛੇ ਵਜੇ ਤਕ ਖ਼ਤਮ ਕਰ ਲਿਆ ਹੋਵੇਗਾ।
She will have finished her homework by 6 o'clock.
2. ਮੈਂ ਜਦੋਂ ਸਕੂਲ ਪਹੁੰਚਾਂਗਾ, ਵਿਦਿਆਰਥੀ ਮੈਦਾਨ ਵਿੱਚ ਇਕੱਤਰ ਹੋ ਚੁੱਕੇ ਹੋਣਗੇ?
The students will have gathered in the ground when I reach there.
3. ਤੁਹਾਡੇ ਤਿਆਰ ਹੋਣ ਤਕ, ਮੈਂ ਪੱਗ ਬੰਨ੍ਹ ਚੁੱਕਾ ਹੋਵਾਂਗਾ।
I shall have tied the turban by the time you get ready.
4. ਅਸੀਂ ਸੂਰਜ ਡੁੱਬਣ ਤਕ ਵਿਰੋਧੀ ਧਿਰ ਨੂੰ ਹਰਾ ਚੁੱਕੇ ਹੋਵਾਂਗੇ।
We will have defeated the opponents by sunset.
5. ਅਸੀਂ ਸਾਰੇ ਮਿਲ ਕੇ ਨੌਂ ਵਜੇ ਤਕ ਜਨਮ ਦਿਨ ਮਨਾ ਚੁੱਕੇ ਹੋਵਾਂਗੇ।
We all shall have celebrated the birthday by 9 p.m.

B. Negative Sentences

1. ਪਿਤਾ ਜੀ ਪੰਜ ਵਜੇ ਤਕ ਘਰ ਨਹੀਂ ਪਹੁੰਚ ਚੁੱਕੇ ਹੋਣਗੇ।
Father will not have reached home by 5 p.m.

2. ਗੱਡੀ ਦੇ ਆਉਣ ਤਕ ਕੁਲੀ ਸਾਰਾ ਸਾਮਾਨ ਨਹੀਂ ਲੈ ਗਿਆ ਹੋਵੇਗਾ।
The porter will not have carried the entire luggage by the time the train arrives.
3. ਅਗਲੇ ਪੰਜ ਸਾਲ ਤਕ ਅਸੀਂ ਨਵੀਂ ਖੋਜ ਨਹੀਂ ਕਰ ਚੁੱਕੇ ਹੋਵਾਂਗੇ।
We shall not have made a new discovery in the next five years.
5. ਅਗਲੇ ਹਫ਼ਤੇ ਤਕ ਤੁਸੀਂ ਸਾਰੇ ਤਰੀਕੇ ਨਹੀਂ ਅਜ਼ਮਾ ਚੁੱਕੇ ਹੋਵੋਗੇ।
You will not have tried all the ways by the next week.

C. Interrogative Sentences

1. ਕੀ ਤੁਸੀਂ ਸੋਮਵਾਰ ਤਕ ਹਵਾਈ ਯਾਤਰਾ ਕਰ ਚੁੱਕੇ ਹੋਵੋਗੇ?
Will you have travelled by air by Monday?
2. ਕੀ ਮੰਤਰੀ ਜੀ ਨੇ ਅੰਤ ਵਿਚ ਚੋਣਾਂ ਭਾਰੀ ਅੰਤਰ ਨਾਲ ਜਿੱਤ ਲਈਆਂ ਹੋਣਗੀਆਂ?
Will the minister have won the election by a big margin in the end?
3. ਕੀ ਹਵਾਈ ਜਹਾਜ਼ ਦੁਪਹਿਰ ਦੋ ਵਜੇ ਤਕ ਉੱਤਰ ਚੁੱਕਿਆ ਹੋਵੇਗਾ?
Will the plane have landed by 2 p.m.?
4. ਕੀ ਮਜ਼ਦੂਰ ਯੂਨੀਅਨ ਨੇ ਅਗਲੇ ਮਹੀਨੇ ਹੜਤਾਲ ਖ਼ਤਮ ਕਰ ਦਿੱਤੀ ਹੋਵੇਗੀ?
Shall the workers' union have called off the strike by the next month?
5. ਕੀ ਪੀੜਤ ਨੇ ਦਸੰਬਰ ਤਕ ਅਦਾਲਤ ਵਿੱਚ ਗੁਹਾਰ ਲਗਾਈ ਹੋਵੇਗੀ?
Will the victim have appealed in the court by December?

X. Present Perfect Continuous Tense

ਇਸ Tense ਦੀ ਵਰਤੋਂ ਵਰਤਮਾਨ ਸਮੇਂ ਵਿੱਚ ਪਹਿਲਾਂ ਤੋਂ ਚਲਦੀ ਆ ਰਹੀ ਘਟਨਾ ਨੂੰ ਦਰਸਾਉਣ ਲਈ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

For Example : He has been working here since 2010.

Rule :

ਇਸ Tense ਵਿੱਚ Sub + has/have + been + V_1 + ing ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

Present Perfect Continuous Tense

A. Affirmative Sentences

1. ਮੈਂ ਪਿਛਲੇ 20 ਸਾਲ ਤੋਂ ਇਸ ਮਕਾਨ ਵਿੱਚ ਰਹਿ ਰਿਹਾ ਹਾਂ।
I have been living in this house for last twenty years.
2. ਦੋਨੋਂ ਸਹੇਲੀਆਂ ਸਵੇਰ ਤੋਂ ਹੀ ਗੱਪਾਂ ਮਾਰ ਰਹੀਆਂ ਹਨ।
Both the friends have been gossiping since morning.

3. ਦੋਨੋਂ ਪਰਿਵਾਰ ਕਾਫ਼ੀਂ ਸਮੇਂ ਤੋਂ ਇੱਕ ਦੂਸਰੇ ਨਾਲ ਲੜ ਰਹੇ ਹਨ।

Both the families have been quarrelling with each other since long.

4. ਉਹ ਕਾਫ਼ੀ ਸਮੇਂ ਤੋਂ ਇਸ ਦਿਨ ਦੀ ਤਿਆਰੀ ਕਰ ਰਿਹਾ ਹੈ।

He has been waiting for this day since ages.

5. ਮੈਂ 2:00 ਵਜੇ ਤੋਂ ਫ਼ਿਲਮ ਦੇਖ ਰਿਹਾ ਹਾਂ।

I have been watching the movie since 2 o'clock.

B. Negative Sentences

1. ਰਮੇਸ਼ ਕਈ ਦਿਨਾਂ ਤੋਂ ਸਕੂਲ ਨਹੀਂ ਆ ਰਿਹਾ ਹੈ।

Ramesh has not been coming to school for many days.

2. ਉਮੀਦਵਾਰ ਪਿਛਲੇ ਹਫ਼ਤੇ ਤੋਂ ਚੋਣ ਪ੍ਰਚਾਰ ਨਹੀਂ ਕਰ ਰਿਹਾ ਹੈ।

The candidate has not been canvassing since last week.

3. ਤੁਸੀਂ ਕਈ ਦਿਨਾਂ ਤੋਂ ਮੈਨੂੰ ਮਿਲਣ ਨਹੀਂ ਆਏ ਹੋ।

You have not come to meet me for many days.

4. ਉਸਦੇ ਦਾਦੀ ਜੀ ਸਵੇਰ ਤੋਂ ਖਾਣਾ ਨਹੀਂ ਖਾ ਰਹੇ ਹਨ।

Her grandmother has not been eating since morning.

5. ਬੱਚਾ ਸ਼ਾਮ ਤੋਂ ਆਪਣੇ ਮਾਤਾ ਪਿਤਾ ਜੀ ਦੀ ਗੱਲ ਨਹੀਂ ਸੁਣ ਰਿਹਾ ਹੈ।

The child has not been listening to his parents since evening.

C. Interrogative Sentences

1. ਕੀ ਤੁਸੀਂ 1990 ਤੋਂ ਇੱਥੇ ਕੰਮ ਕਰ ਰਹੇ ਹੋ?

Have you been working here since 1990?

2. ਕੀ ਮੈਕੇਨਿਕ ਸਵੇਰ ਤੋਂ ਮੋਟਰ ਠੀਕ ਕਰ ਰਿਹਾ ਹੈ?

Has the mechanic been repairing the motor since morning?

3. ਕੀ ਤੁਸੀਂ ਕਈ ਮਹੀਨਿਆਂ ਤੋਂ ਪ੍ਰੀਖਿਆ ਦੀ ਤਿਆਰੀ ਕਰ ਰਹੇ ਹੋ?

Have you been preparing for exams for many months?

4. ਕੀ ਕਿਰਾਏਦਾਰ ਪਿਛਲੇ ਛੇ ਮਹੀਨਿਆਂ ਤੋਂ ਕਿਰਾਇਆ ਨਹੀਂ ਦੇ ਰਿਹਾ ਹੈ?

Has the tenant not been paying the rent for the last six months?

5. ਕੀ ਅਧਿਆਪਕ ਸਵੇਰ ਤੋਂ ਪੜ੍ਹਾ ਰਿਹਾ ਹੈ?

Has the teacher been teaching since morning?

XI. Past Perfect Continuous Tense

ਇਸ Tense ਦੀ ਵਰਤੋਂ ਬੀਤੇ ਸਮੇਂ ਦੌਰਾਨ ਕਿਸੇ ਘਟਨਾ, ਜੋ ਕਿਸੇ ਦੂਸਰੀ ਘਟਨਾ ਤੋਂ ਪਹਿਲਾਂ ਤੋਂ ਚਲਦੀ ਆ ਰਹੀ ਸੀ, ਬਾਰੇ ਦਰਸਾਉਣ ਸਮੇਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

For Example : He had been writing songs for the past twenty years.

Rule :

ਇਸ Tense ਵਿੱਚ had + been + V_1 + ing ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

Past Perfect Continuous Tense

A. Affirmative Sentences

1. ਜਦੋਂ ਉਸਦੇ ਪਿਤਾ ਜੀ ਦੀ ਮੌਤ ਹੋ ਗਈ ਉਹ ਪਿਛਲੇ ਦਸ ਸਾਲਾਂ ਤੋਂ ਮਿਹਨਤ ਕਰ ਰਿਹਾ ਸੀ।
   He had been working hard for the last ten years when his father died.
2. ਜਦੋਂ ਮੈਂ ਉਸਨੂੰ ਮਿਲਣ ਲਈ ਗਈ ਬੱਚਾ ਸਵੇਰ ਤੋਂ ਹੀ ਰੋ ਰਿਹਾ ਸੀ।
   The child had been crying since morning when I visited her.
3. ਜਦੋਂ ਮੈਂ ਘਰ ਪਹੁੰਚਿਆ ਤਾਂ ਪਿਛਲੇ ਦੋ ਘੰਟੇ ਤੋਂ ਉਹ ਮੇਰਾ ਇੰਤਜ਼ਾਰ ਕਰ ਰਹੇ ਸਨ।
   They had been waiting for me for the last two hours when I reached home.
4. ਮੈਂ ਪਿਛਲੇ ਕਈ ਦਿਨਾਂ ਤੋਂ ਇਸ ਕਿਤਾਬ ਨੂੰ ਪੜ੍ਹ ਰਿਹਾ ਸੀ।
   I had been reading this book for last many days.
5. ਪ੍ਰਕਾਸ਼ ਪਿਛਲੇ ਕਈ ਸਾਲਾਂ ਤੋਂ ਟੈਨਿਸ ਖੇਡਦਾ ਰਿਹਾ ਸੀ।
   Prakash had been playing tennis for last many years.

B. Negative Sentences

1. ਮਾਲੀ ਸੋਮਵਾਰ ਤੋਂ ਪੌਦਿਆਂ ਨੂੰ ਪਾਣੀ ਨਹੀਂ ਦੇ ਰਿਹਾ ਸੀ।
   The gardener had not been watering the plants since Monday.
2. ਸਚਿਨ ਦੋ ਸਾਲਾਂ ਤੋਂ ਕ੍ਰਿਕੇਟ ਨਹੀਂ ਖੇਡ ਰਿਹਾ ਸੀ।
   Sachin had not been playing cricket for two years.
3. ਰਵੀ ਪਿਛਲੇ ਦਸ ਦਿਨਾਂ ਤੋਂ ਸਕੂਲ ਨਹੀਂ ਆ ਰਿਹਾ ਸੀ।
   Ravi had not been coming to school for the last ten days.

C. Interrogative Sentences

1. ਕੀ ਤੁਸੀਂ ਇੱਥੇ ਪਿਛਲੇ ਪੰਜ ਸਾਲਾਂ ਤੋਂ ਕੰਮ ਕਰ ਰਹੇ ਸੀ?
   Had you been working here for the last five years?

2. ਕੀ ਬੱਚਾ ਪਿਛਲੇ ਪੰਦਰਾਂ ਦਿਨਾਂ ਤੋਂ ਬੀਮਾਰ ਸੀ?
Had the child been sick for the last fifteen days?
3. ਕੀ ਜਦੋਂ ਉਹ ਘਰ ਆਏ ਤਾਂ ਉਨ੍ਹਾਂ ਦੀ ਬੇਟੀ ਕੰਮ ਦੋ ਘੰਟਿਆ ਤੋਂ ਕੰਮ ਕਰ ਰਹੀ ਸੀ।
Had his daughter been working for two hours when he came home?

XII. Future Perfect Continuous Tense

ਇਸ Tense ਦੀ ਵਰਤੋਂ ਭਵਿੱਖ ਵਿੱਚ ਕਿਸੇ ਸਮੇਂ ਪਹਿਲਾਂ ਤੋਂ ਚਲਦੀ ਆ ਰਹੀ ਘਟਨਾ ਜੋ ਕਿਸੇ ਦੂਸਰੀ ਘਟਨਾ ਤੋਂ ਪਹਿਲਾਂ ਹੋਈ ਹੋਵੇਗੀ, ਨੂੰ ਦਰਸਾਉਣ ਲਈ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

For Example : She will have been writing the novel since monday.

Rule :

ਇਸ Tense ਵਿੱਚ will/shall + have + been + V_1 form + ing ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

A. Affirmative Sentences

1. ਉਸਦੇ ਪਿਤਾ ਜੀ ਸਵੇਰੇ ਦੋ ਘੰਟੇ ਲਈ ਬਗੀਚੇ ਵਿੱਚ ਦਰੱਖਤ ਲਗਾ ਰਹੇ ਹੋਣਗੇ।
His father will have been planting trees in the garden for two hours in the morning.
2. ਉਹ ਦੋ ਵਜੇ ਤੱਕ ਚਾਰ ਘੰਟੇ ਲਈ ਮੇਰੀ ਉਡੀਕ ਕਰ ਰਿਹਾ ਹੋਵੇਗਾ।
He will have been waiting for me for four hours by 2 o'clock.
3. ਉਹ ਅਗਲੇ ਮਹੀਨੇ ਕਾਰ ਚਲਾਉਣੀ ਸਿੱਖ ਰਿਹਾ ਹੋਵੇਗਾ।
He will have been learning how to drive a car next month.

B. Negative Sentences

1. ਕੱਲ, ਇਸ ਸਮੇਂ ਨੇਤਾ ਜੀ ਲੰਮੇ ਸਮੇਂ ਤਕ ਭਾਸ਼ਣ ਨਹੀਂ ਦੇ ਰਹੇ ਹੋਣਗੇ।
The leader will not have been delivering the speech by this time tomorrow.
2. ਮੈਂ ਜਦੋਂ ਸਕੂਲ ਜਾਵਾਂਗਾ, ਮੁੰਡੇ ਫੁੱਟਬਾਲ ਨਹੀਂ ਖੇਡ ਰਹੇ ਹੋਣਗੇ।
When I go to school, the boys will not have been playing football.
3. ਮੈਂ ਜਦੋਂ ਘਰ ਪੁੱਜਾਗਾ ਮਾਤਾ ਜੀ ਖਾਣਾ ਨਹੀਂ ਬਣਾ ਰਹੇ ਹੋਣਗੇ।
The mother will not have been cooking when I reach home.

C. Interrogative Sentences

1. ਕੀ ਡਰਾਈਵਰ ਲਗਾਤਾਰ 15 ਦਿਨ ਤੱਕ ਕਾਰ ਚਲਾ ਰਿਹਾ ਹੋਵੇਗਾ?
   Will the driver have been continuously driving the car for fifteen days?
2. ਕੀ ਅਸੀਂ ਮਈ ਮਹੀਨੇ ਵਿੱਚ ਹਰ ਰੋਜ ਦੋ ਘੰਟੇ ਲਈ ਪੈਸੇ ਇਕੱਠੇ ਕਰ ਰਹੇ ਹੋਵਾਂਗੇ?
   Shall we have been collecting the money for two hours everyday in May?
3. ਕੀ ਜਦ ਮੈਂ ਘਰ ਵਾਪਿਸ ਆਉਂਗਾ ਬੱਚੇ ਸਵੇਰ ਤੋਂ ਪਤੰਗ ਉਡਾ ਰਹੇ ਹੋਣਗੇ?
   Will the children have been flying the kites since morning when I return home?

IMPERATIVE SENTENCES

Imperative Sentences

ਉਹ ਵਾਕ ਹੁੰਦੇ ਹਨ ਜਿਨ੍ਹਾਂ ਵਿੱਚ ਕੋਈ ਆਗਿਆ, ਬੇਨਤੀ ਜਾਂ ਸਲਾਹ ਦਿੱਤੀ ਜਾਂਦੀ ਹੈ। ਉਦਾਹਰਨ ਵਜੋਂ : ਪੜ੍ਹੋ, ਖੇਡੋ, ਬੋਲੋ ਆਦਿ।

1. Obey your teacher.
2. Help the poor.
3. Post this letter.
4. Don't kill animals.
5. Never play with fire.

Affirmative Sentences

1. ਪਰਮਾਤਮਾ ਉੱਪਰ ਭਰੋਸਾ ਰੱਖੋ।	Trust in God.
2. ਆਪਣੇ ਵੱਡਿਆਂ ਦੀ ਆਗਿਆ ਦਾ ਪਾਲਣ ਕਰੋ।	Obey your elders.
3. ਜੇਬ ਕਤਰਿਆਂ ਤੋਂ ਬਚੋ।	Beware of the pickpockets.
4. ਉਸਨੂੰ ਜਾਣ ਦਿਉ।	Let him go.
5. ਜਲਦੀ ਕਰੋ।	Hurry up.

Negative Sentences

1. ਮੈਨੂੰ ਤੰਗ ਨਾ ਕਰੋ।	Don't disturb me.
2. ਗ਼ਰੀਬ ਦਾ ਮਜ਼ਾਕ ਨਾ ਉਡਾਉ।	Don't make fun of the poor.
3. ਅਫ਼ਵਾਹਾਂ ਨਾ ਫੈਲਾਉ।	Don't spread rumours.
4. ਕਿਸੇ ਦੀ ਚੁਗਲੀ ਨਾ ਕਰੋ।	Don't backbite anyone.
5. ਬਕਵਾਸ ਨਾ ਕਰੋ।	Don't talk nonsense.

EXERCISES (UNSOLVED)

Exercise 1 (Unsolved)

Translate into English:

1. ਨੰਗੇ ਪੈਰ ਨਾ ਚੱਲੋ।
2. ਆਪਣੀ ਸਿਹਤ ਦਾ ਧਿਆਨ ਰੱਖੋ।
3. ਸਮਾਂ ਬਰਬਾਦ ਨਾ ਕਰੋ।
4. ਸਮੇਂ ਦਾ ਸਹੀ ਇਸਤੇਮਾਲ ਕਰੋ।
5. ਖੱਬੇ ਹੱਥ ਚੱਲੋ।
6. ਪੁਲਿਸ ਨੂੰ ਬੁਲਾਓ।
7. ਅਭਿਆਸ ਕਰੋ।
8. ਆਪਣਾ ਕੰਮ ਆਪ ਕਰੋ।
9. ਆਪਣਾ ਧਿਆਨ ਰੱਖੋ।
10. ਮਿਹਨਤ ਕਰੋ।

Exercise 2 (Unsolved)

Translate into English:

1. ਸੂਰਜ ਡੁੱਬ ਗਿਆ ਹੈ।
2. ਹਲਕੀ ਜਿਹੀ ਹਵਾ ਚਲਣੀ ਸ਼ੁਰੂ ਹੋ ਗਈ ਹੈ।
3. ਬਹੁਤ ਸਾਰੇ ਲੋਕ ਸਟੇਸ਼ਨ ਦੇ ਬਾਹਰ ਇਕੱਠੇ ਹੋ ਗਏ ਸਨ।
4. ਮੈਨੂੰ ਇਹ ਕਿਤਾਬ ਚਾਹੀਦੀ ਹੈ।
5. ਭੂਗੋਲ ਮੇਰਾ ਪਸੰਦੀਦਾ ਵਿਸ਼ਾ ਹੈ।
6. ਮੈਨੂੰ ਸਕੂਲ ਪਹੁੰਚਣ ਵਿੱਚ ਦੇਰ ਹੋ ਗਈ ਹੈ।
7. ਜਦ ਤਕ ਤੁਸੀਂ ਕਹੋਗੇ, ਉਹ ਜਾਗਦੀ ਰਹੇਗੀ।
8. ਮਾਲੀ ਪੌਦਿਆਂ ਨੂੰ ਪਾਣੀ ਦੇ ਰਿਹਾ ਸੀ।
9. ਇਹ ਬਹੁਤ ਹੀ ਦਿਲਚਸਪ ਕਹਾਣੀ ਹੈ।
10. ਉਹ ਸ਼ਾਇਦ ਅੱਜ ਆ ਜਾਵੇ।

Exercise 3 (Unsolved)

Translate into English:

1. ਉਹ ਕਈ ਘੰਟੇ ਲਗਾਤਾਰ ਕੰਮ ਕਰ ਸਕਦਾ ਹੈ।
2. ਰੇਖਾ ਮੇਰੀ ਮਨਭਾਉਂਦੀ ਅਭਿਨੇਤਰੀ ਹੈ।
3. ਸਿਗਰੇਟ ਪੀਣਾ ਸਿਹਤ ਲਈ ਹਾਨੀਕਾਰਕ ਹੈ।
4. ਉਹ ਅਨਾਥ ਸੀ।
5. ਦਹੇਜ ਦੀ ਪ੍ਰਥਾ ਸਮਾਜ ਉੱਪਰ ਇੱਕ ਕਲੰਕ ਹੈ।
6. ਉਹ ਉਮਰ ਵਿੱਚ ਮੇਰੇ ਤੋਂ ਵੱਡੀ ਹੈ।
7. ਦੋਨੋਂ ਭਰਾਵਾਂ ਦੀ ਆਪਸ ਵਿੱਚ ਨਹੀਂ ਬਣਦੀ।
8. ਹਰਿਦੁਆਰ ਭਾਰਤ ਦਾ ਸਭ ਤੋਂ ਪ੍ਰਸਿੱਧ ਤੀਰਥ ਅਸਥਾਨ ਹੈ।
9. ਡਾ. ਏ.ਪੀ.ਜੇ. ਅਬਦੁਲ ਕਲਾਮ ਇੱਕ ਵਿਸ਼ਵ ਪ੍ਰਸਿੱਧ ਵਕਤਾ ਸਨ।
10. ਜਨਸੰਖਿਆ ਵਿੱਚ ਭਾਰਤ ਵਿਸ਼ਵ ਵਿੱਚ ਦੂਸਰੇ ਸਥਾਨ 'ਤੇ ਹੈ।

Exercise 4 (Unsolved)

Translate into English :

1. ਉਹ ਇੱਕ ਵਧੀਆ ਕਲਾਕਾਰ ਹੈ।
2. ਅੱਜ ਧੁੱਪ ਬਹੁਤ ਤੇਜ਼ ਹੈ।
3. ਕੀ ਤੁਹਾਨੂੰ ਮੇਰੇ ਉੱਪਰ ਭਰੋਸਾ ਨਹੀਂ?
4. ਜੱਜ ਨੇ ਉਸਨੂੰ ਜ਼ਮਾਨਤ ਦੇ ਦਿੱਤੀ ਹੈ।
5. ਜੋ ਗੱਜਦੇ ਹਨ ਉਹ ਵੱਸਦੇ ਨਹੀਂ।
6. ਉਹ ਤੁਹਾਡਾ ਉੱਲੂ ਖਿੱਚ ਰਿਹਾ ਹੈ।
7. ਗਰੀਬ ਦੀ ਬਦਦੁਆ ਕਦੇ ਨਾ ਲਉ।
8. ਇਸ ਸੜਕ ਦੀ ਮੁਰੰਮਤ ਨਹੀਂ ਕੀਤੀ ਗਈ।
9. ਜਿਹਾ ਕਰੋਗੇ ਤਿਹਾ ਭਰੋਗੇ।
10. ਕੀ ਮੈਂ ਤੁਹਾਡਾ ਇੰਤਜ਼ਾਰ ਕਰਾਂ?

Exercise 5 (Unsolved)

Translate into English:

1. ਸ਼ਹਿਰ ਵਿੱਚ ਡੇਂਗੂ ਫੈਲ ਰਿਹਾ ਹੈ।
2. ਉੱਥੇ ਕੀ ਹੋ ਰਿਹਾ ਹੈ?
3. ਏਕਤਾ ਵਿੱਚ ਬਲ ਹੈ।
4. ਜੀਵਨ ਵਿੱਚ ਸੰਤੁਸ਼ਟੀ ਵੀ ਇੱਕ ਵਰਦਾਨ ਹੈ।
5. ਉਸ ਨੂੰ ਸਾਰਾ ਲੇਖ ਜ਼ੁਬਾਨੀ ਯਾਦ ਸੀ।
6. ਸਾਫ਼ ਸਫ਼ਾਈ ਕਰਨਾ ਚੰਗੀ ਆਦਤ ਹੈ।
7. ਬੱਚਾ ਕਿਉਂ ਰੋ ਰਿਹਾ ਹੈ?
8. ਵਾਤਾਵਰਨ ਸਾਫ਼ ਰੱਖਣਾ ਹਰ ਨਾਗਰਿਕ ਦਾ ਫਰਜ਼ ਹੈ।
9. ਰੋਗੀ ਦੀ ਹਾਲਤ ਬਿਹਤਰ ਹੋ ਰਹੀ ਹੈ।
10. ਵਿੱਦਿਆ ਮਨੁੱਖ ਨੂੰ ਸੋਝੀ ਦਿੰਦੀ ਹੈ।

Exercise 6 (Unsolved)

Translate into English:

1. ਉਹ ਟੇਢੀ ਖੀਰ ਹੈ।
2. ਪੜ੍ਹਾਈ ਵਿੱਚ ਆਪਣਾ ਮਨ ਲਗਾਉ।
3. ਕੀ ਤੁਸੀਂ ਗ਼ਰੀਬਾਂ ਦੀ ਮਦਦ ਕਰਦੇ ਹੋ?
4. ਮੈਂ ਇਸ ਅਪਮਾਨ ਨੂੰ ਸਹਿਣ ਨਹੀਂ ਕਰ ਸਕਾਂਗਾ।
5. ਕੀ ਹਵਾਈ ਯਾਤਰਾ ਸੁਰੱਖਿਅਤ ਹੈ?
6. ਮੈਂ ਉਸਨੂੰ ਗਲੇ ਲਗਾ ਲਿਆ।
7. ਉਸਦੀ ਜਬਾਨ ਇੰਨੀ ਕਿਉਂ ਚਲਦੀ ਹੈ?
8. ਉਹ ਰਾਤ ਬਹੁਤ ਠੰਢੀ ਸੀ।
9. ਤੁਸੀਂ ਆਪਣਾ ਭਵਿੱਖ ਖ਼ਤਰੇ ਵਿੱਚ ਪਾ ਰਹੇ ਹੋ।
10. ਬਾਹਰ ਘੁੱਪ ਹਨੇਰਾ ਸੀ।

19 UNSEEN COMPREHENSION

Learning Objectives

After the completion of this chapter, the learner will be able to :

* Describe the importance of reading and comprehension
* Learn different steps of reading and comprehension
* Practice reading and comprehension of unseen passages

According to the dictionary, the word 'comprehension' means 'understanding'. For young students or learners, comprehension involves not only constructing meaning from reading traditional material in print; it also involves listening to others read or speak. It means the understanding and interpretation of what they read or hear and get meaning from written or spoken language. It is the ability to accurately understand written or spoken material. For this, children need to be able to decode what they read and make connection between what they read and what they already know and also think deeply what they have read.

In our modern, text-driven world, the ability to understand, to synthesize, to take meaning from text and apply it to real life situations is critical. This depth of reading ability is not only important in any classroom for academic success but also for coping with day-to-day existence. Reading comprehension is a tool for life. Reading is an active and mentally interactive process. It develops over time. It is important to emphasize text comprehension from the beginning rather than waiting until the students have mastered the basics of reading.

A comprehension passage is a tool to test the understanding ability of the students. In order to do well in this question, you need to form good reading habits. In a comprehension exercise, you may be asked many types of questions so as to get your responses. Some of these are given below:

1. Multiple choice questions

2. Inferring information questions.
3. Word meaning questions.
4. Match the words questions.
5. Fill in the blanks based on the information given in the passage.

To prepare well for this, you must keep the following given points in your mind:

1. Firstly read the passage quickly to get a general idea of the theme.
2. Read the passage again slowly and carefully so as to know the details.
3. Reread the passage after going through the questions.
4. Answer the questions in complete sentences.
5. Read a group of words together rather than reading word by word i.e., try to read in phrases.
6. Avoid using a pen or pencil as a cue while reading. Move your eyes only, it will increase your speed.
7. Try to get sense of the unknown words in relation to the neighbouring words or their context in the sentence.
8. While giving the meaning of a word, do not write alternatives;

For Example : a *big* box

big = large

don't write big = large, great or enormous

9. While answering a question on verbs, give your answer in the same tense.

   Comprehended = understood

   Do not write: comprehended = to understand, understand.

10. While answering a one word question, give the answer in same part of speech as that of the word in the passage

For Example : He left unhappily: unhappily is an adverb

Do not write : unhappily= sad

Write : unhappily= sadly.

11. Answer should be brief and to the point.
12. Revise your answers and check for mistakes in grammar and spelling.

SAMPLE PARAGRAPHS FOR COMPREHENSION

I. Read the following passage and answer the questions given below:

Penicillin is one of the most useful drugs invented by man. With its help, we can heal wounds caused by bacteria which cannot be otherwise healed. In the beginning, very few people knew of this wonderful discovery or its uses. First the scientists and then the ministers of governments were interested in it. Since penicillin could save the wounded soldiers, it was helpful in war. So, they decided to encourage the process of manufacture. Vast factories were set up for preparing it. Lives of hundreds and thousands of soldiers were saved with its help. Most people benefitted from it. Penicillin when introduced into the streams of the human blood, acts as an aid to those parts which are always fighting the deadly germs. It does not have power over every kind of bacteria, but certain kinds are destroyed by penicillin in the great majority of cases.

1. Choose the correct statement.

(a) Penicillin could save the wounded soldiers.
(b) Penicillin could not save the soldiers.
(c) Penicillin was harmful for the soldiers.
(d) Penicillin was discarded by the scientists.

2. Who were interested in the discovery of Penicillin in the beginning?

(a) Governments
(b) Scientists and Ministers of Governments
(c) Teachers.
(d) Doctors

3. How was penicillin useful in wars?

4. How does penicillin act on human blood?

5. *Fill in the blank with a suitable word from the passage.*

The water level decreases in the _____in winters.

6. Match the following words in column A with their meaning from column B:

A	B
aid	method
process	help
	decrease

Answers

1. (a)
2. (b)
3. It saved the soldiers wounded in wars.
4. On introduction into human blood, penicillin acts as an aid to those parts which are always fighting the deadly germs.
5. streams
6. aid-help, process-method.

II. Read the following passage and answer the questions given below:

In the eighteenth century, one of the first modern economists, Adam Smith thought that the whole annual produce of the land and labour of every country provides revenue to three different orders of people; those who live by rent, those who live by wages and those who live by profit. Each successive stage of the industrial revolution, however, made the social structure more complicated.

Many intermediate groups grew up during the nineteenth century, between the upper middle class and the working class. There are small scale industrialists as well as the large ones, small shopkeepers and tradesmen, officials and salaried employees, skilled and unskilled workers and professionals, such as doctors and teachers. Farmers and peasants continue in all countries as independent groups.

In spite of this development, one of the most famous writers on social class in the nineteenth century, Karl Marx thought that there was tendency for society to split into huge class camps, the capitalists and the workers. Influential as Marx's theory of social class was, it was over-simplified. The social make-up of modern societies is much more complex than he suggested.

1. According to the passage, doctors and teachers belong to the :
   (a) upper class
   (b) upper middle class
   (c) working class
   (d) middle class.
2. What effect did each stage of the industrial revolution make on social structure?
   (a) made it easier to learn

(b) made it complicated
(c) made it simple
(d) made it flexible

3. Who developed the two-class theory?
4. Who are regarded as intermediate group?
5. *Fill in the blank with a suitable word from the passage.*
   India became _____on 15th August 1947.
6. Match the following words in column A with their meaning in column B:

A	B
split	yearly
annual	independent
	broken

Answers

1. (b)
2. (b)
3. Karl Marx developed the two-class theory.
4. The small shopkeepers and tradesmen are regarded as intermediate group.
5. independent.
6. split-broken, annual-yearly.

III. Read the following passage and answer the questions given below:

John Dalton was an English Chemist whose atomic theory is the basis of Chemistry. Dalton could not distinguish red from green. In 1784, he was the first to describe colour blindness which came to be known as Daltonism. The word is still used in French, Spanish and Russian.

After his death, the scientists from London and Cambridge examined DNA from fragments of Dalton's eyes preserved at his request by the Manchester Literary and Philosophical Society, and have shown that he lacked the gene for making green pigment in the retina.

Dalton who lived from 1766 to 1844 gave instructions for his eyes to be examined after his death. He had believed that the vitreous humour, the clear substance in the inner chamber of the eyes must in his case,

be tinted blue so that it absorbed red light. At the autopsy, no such blue tint was found. But from Dalton's perception of how he perceived light, scientist have concluded that he must have lacked the pigment in the retina that is sensitive to red light.

1. Which colours could not be distinguished by Dalton?

(a) red from blue

(b) red from yellow

(c) red from green

(d) blue from green.

2. What instructions did Dalton give regarding his eyes?

(a) To be preserved at home.

(b) To be examined after death.

(c) To be checked immediately.

(d) To be kept in museum.

3. Which languages still use the word 'Daltonism'?

4. What did Dalton believe about his own blindness?

5. *Fill in the blank with a suitable word from the passage.*

Scientist concluded that he _____ a pigment in his retina.

6. Match the words in the column A with their meaning in the column B:

A	**B**
described	shown
examined	explained
	checked

Answers

1. (c)

2. (b)

3. French, Spanish and Russian language still use the word 'Daltonism'.

4. Dalton believed that the vitreous humour, the clear substance in the inner chamber of the eyes, must in his case, be tinted blue so that it absorbed red light.

5. lacked

6. described-explained, examined-checked.

IV. Read the following passage and answer the questions given below:

Less obviously, but just as significant, are the social reasons behind the modern urge to travel. Foreign journeys were, at one time, expensive and difficult for most of the people to organize, in fact, an indulgence for the wealthy. Today, cheap airfares and package holidays have made foreign travel fashionable for many, especially for those who spend their lives working in crowded cities and in industry. Travel to foreign countries is now within the reach of the families who only thirty years ago would have hardly dreamt of such a thing. Indeed, for some, it has become a matter of personal pride to boast of. The more the time spent abroad, and the more glamorous and far-flung the destination, the better. Indians are now looking beyond the beaches of Goa to Miami beaches or to the mountains of Alps or the Niagara Falls or even the safaris of Africa for a new and vastly different experience. Travel companies have been quick to advertise the cultural and educational advantages of such holidays, selling wildlife exploration trips of the Amazon or the ancient temples of the east just as earnestly as they once did the 'Magic of Rome' or the 'Splendour of Ancient Athens'.

1. What was once considered an indulgence for the wealthy?

(a) horse riding in the forests

(b) foreign travel

(c) playing on the ice

(d) enjoying with family

2. What has made foreign travel fashionable now?

(a) beauty of locations

(b) people's mood

(c) cheap airfares and package holidays

(d) internet

3. What makes people dream of holiday abroad now?

4. Where do the Indians look forward to go for holidaying nowadays?

5. *Fill in the blank with a suitable word from the passage.*
   Mumbai is one of the most _____cities in India.
6. Match the words in the column A with their meaning in the column B:

A	B
expensive	sincerely
earnestly	freely
	costly

Answers

1. (b)
2. (c)
3. People can now dream of a foreign holidays because of availability of cheap airfares and package holidays.
4. Indians are now a days looking forward to travel to Miami beaches or to Alps mountains or even for African Safari.
5. crowded.
6. expensive-costly, earnestly-sincerely

V. Read the following passage and answer the questions given below:

There are in our country, as in other countries of the world, thousands of differently abled persons, such as those who are blind or deaf and dumb. In some cases, these persons may have been born blind or deaf, while in others, they may have gone blind or deaf as a result of some illness or accident.

You sometimes, hear people say of such handicapped persons: "It is the work of fate" or "It is the will of God." Some even say, "They suffer the fruits of their own actions in the past." Even the parents of differently abled children often express such feelings and opinions, and they scarcely ever think of how they can help these unfortunate ones. This certainly is not the way to look at the problems of the differently abled.

Whatever may be the cause of their suffering, we have got to treat the differently abled with sympathy and understanding. In many instances, physically challenged children suffer from neglect and are left to themselves in their homes. This makes their life extremely sad and

lonely. Our first duty is to make these children happier and less lonely by engaging them in different activites suitable for them. Secondly, we have got to educate these children and help them to live meaningful lives. We should secure benefits of education for them in schools intended for them. We ought to make them self reliant by creating suitable employment opportunities for them. They will then have a sense of achievement. We will also feel satisfied that we have done our duty towards them.

1. How should we treat the differently abled children?

(a) indifferently
(b) with sympathy and understanding
(c) ignore their loneliness
(d) neglect them

2. According to the author, what is our first duty towards differently abled children?

(a) to make them homeless
(b) to make them healthy
(c) to make them happier and less lonely
(d) to make them run fast

3. How do some children become differently abled?

4. What makes the life of handicapped children sad and lonely?

5. *Fill in the blank with a suitable word from the passage.*

We must _____ these children with love and sympathy.

6. Match the words under column "A" with their meaning under "B".

A	B
sympathy	sad
lonely	nearly
	feeling pity and tenderness

VI. Read the following passage and answer the questions given below:

In a reversal of the norm elsewhere, in India, policymakers and economists have become optimists while bosses do the worrying. The country's Central Bank has predicted that India's economy is likely to grow at a double digit rate during the next 20-30 years. India has the capability with its vast labour and lauded entrepreneurial spirit. But

the private sector, which is supposed to do the heavy lifting that turns India from the tenth largest economy to the third largest by 2030, has become fed up.

Business people often crib about India's problems but their irritation this time has a nervous edge. In the first quarter of 2011, the GDP grew at an annual rate of 7.8 percent; in 2015-17 it managed 6-7 percent. The economy may be slowing naturally as the low interest rates and public spending that got India through the global crisis have been belatedly withdrawn. At the same time, the surge in inflation caused by exorbitant food prices has spread more widely, casting doubt over whether India can grow at 8-10 percent in the medium term without overheating.

1. What rate of growth does the central Bank predicts for the Indian economy for next 20 -30 years?

(a) eight percent

(b) seven percent

(c) double digit

(d) five percent

2. Who is supposed to do the heavy lifting to turn India into the third largest economy?

(a) government agencies

(b) private Sector

(c) public sector

(d) property owners

3. What is India's capability to grow based on?

4. What is casting doubts over India's growth rate?

5. *Fill in the blank with a suitable word from the passage.*

He suffered from a _____breakdown.

6. Match the words under column 'A' with their meaning under 'B'.

A	**B**
crisis	large
optimist	difficult phase
	one who looks forward to a positive outcome

VII. Read the following passage and answer the questions given below:

Brain drain, also referred to as human capital flight, is the action of having highly skilled and educated people leaving their country to work abroad. It has actually become one of the serious concerns for the developing nations. While many people believe that immigration is a personal choice that must be understood and respected, others look at this phenomenon from a different perspective. What makes those people leave their country, their own people, should be seriously considered and a distinction between pull and push factors must be made. The push factors include low wages and lack of satisfactory working and living conditions. Social unrest, political conflicts and wars may also be the determining causes. The pull factors, however, include intellectual freedom and substantial funds for research. Brain drain has negative impact on the economic prospects and competitiveness of sender countries. It reduces the number of dynamic and creative people who can contribute to the development of their country. Likewise, with more entrepreneurs taking their investments abroad, developing countries are missing opportunity of wealth creation.

1. The term 'brain drain' is also referred to as:

(a) capital flight

(b) human capital flight

(c) pull factors

(d) push factors

2. Brain drain has terrible consequences on the economic development of :

(a) sending countries

(b) receiving countries

(c) developed countries

(d) undeveloped countries.

3. What do you mean by the term 'Brain drain'?

4. Enumerate the push factors that lead to Brain drain.

5. *Fill in the blank with a suitable word from the passage.*

Every citizen must _____ for the development of the nation wholeheartedly.

6. Match the words under column 'A' with their meaning under 'B'.

A	B
conflicts	decrease
reduce	disputes
	increase

VIII. Read the following passage and answer the questions given below:

One night, a man came to our house and told me, "There is a family with eight children. They have not eaten for days." I took some food and went out. When I finally came to the family, I saw the faces of those little children disfigured by hunger. There was no sorrow or sadness in their faces, just the deep pain of hunger. I gave the rice to the mother. She divided it in two and went out, carrying half the rice with her. When she came back, I asked her," Where did you go?" She gave me this simple answer," To my neighbour–they are also hungry." I was not surprised because poor people are generous but I was surprised that she knew they were hungry.

As a rule, when we are suffering, we are so focused on ourselves; we have no time for others. We become selfish and self-centered. Having experienced the pangs of sufferings, we should, rather extend a helping hand to the poor and the needy.

1. The faces of the children reflected:

(a) sorrow

(b) joy

(c) hunger

(d) greediness

2. The action of the mother shows:

(a) selfishness

(b) hatred

(c) gratitude

(d) love

3. Where did the mother go after dividing the rice and why?

4. Why was the gentleman surprised?

5. *Fill in the blank with a suitable word from the passage.*

The faces of the little children were_____.

6. Match the words under column 'A' with their meaning under 'B'.

A	B
simple	complicated
generous	hatred
	selfish

IX. Read the following passage and answer the questions given below:

Health and hygiene go hand in hand. Health refers to a state of sound mind and physically fit body, free from any form of sickness, disorder or ailment. Hygiene refers to the good practices that prevent disease and lead to good health through cleanliness, proper sewage disposal, balanced and nutritious food, regular exercise, proper sleep, pure and fresh air and supply of safe drinking water. The proverb, 'Health is Wealth' is truly said of all things in the world. Health is the most valuable thing that one can possess. Money is, undoubtedly, a prized possession, but can it provide pleasure to a ruined health? As body and mind are closely related, the mind can never be sound and cheerful without sound health. An unhealthy man may have intelligence, merit and wealth but he cannot put them to use and reap their benefits. We must, therefore, adopt proper hygienic measures to preserve and maintain good health. Too much work or exercise, eating or drinking are injurious to health. A regulated life coupled with clear and pure mind makes life worth living.

1. Hygiene refers to practices that leads to good health through:

(a) balanced diet

(b) impure air

(c) abundant wealth

(d) regular play

2. Life will become worthless through:

(a) gambling and drinking

(b) regulated life

(c) pure mind

(d) healthy body

3. What does the term 'health' refer to?
4. Can a wealthy but unhealthy man enjoy life?
5. *Fill in the blank with a suitable word from the passage.*
   The selection in Army service is made purely on _____.
6. Match the words under column 'A' with their meaning under 'B'.

A	B
fresh	use
preserve	state
	destroy

X. Read the following passage and answer the questions given below:

Named after the former Prime Minister, Inder Kumar Gujral's mother, Pushpa Gujral Science City located on Jalandhar-Kapurthala Road, just west of Jalandhar, is extremely thrilling. Almost every branch of Science is exhibited, right from physical, applied, natural and social sciences to health sciences, human evolution and civilization, engineering, technology, agriculture, the environment, ecosystems and Jurassic Park. In the Dome theatre, large format films are projected on 23 meter-tilted dome. Semi-circular giant dome screen produces huge images that soar and swoop above, beside and behind you, to give you a spectacular, immersible experience. The Light-Speed 3D Digital Theatre presents three dimensional computer graphics, videos and the most advanced animations. Amazing Living Machine Gallery presents the intricate structures and functions of the human body using large human models. The Flight Simulator provides the visitors a sense of adventure. The Laser Theatre presents laser shows that carry the visitors to a wonderland to experience a mind boggling mix of sound and laser beams. The Dinosaur Park displays the evolution of dinosaurs and the probable reasons for their extinction. There is also a kids' park containing tunnels, rides, bouncers etc. and an artificial lake that allows the visitors to indulge in boating. With all the wonderful attractions, a visit to the Science City would be highly informative and enjoyable.

1. Which facility provides a sense of adventure?
   (a) kid's park
   (b) dome theatre

(c) Flight Simulator
(d) Laser Theatre

2. Large human models are found in:
(a) Amazing Living Machine Gallery
(b) Dinosaur Park
(c) Digital Theatre
(d) Laser Theatre

3. Where is the Pushpa Gujral Science city located?

4. What is displayed in the Dinosaur Park?

5. *Fill in the blank with a suitable word from the passage.*
The works of famous painters are _____ in the Tagore Art Gallery.

6. Match the words under column 'A' with their meaning under 'B'.

A	**B**
spectacular	huge
giant	amazing
	dirt

